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**A COMPARATIVE ANALYSIS OF THE RELATIONSHIP
BETWEEN SOCIAL BACKGROUND FACTORS AND
TRAINING PERFORMANCE OF MALE AND
FEMALE SECURITY SPECIALISTS**

**Charles Michael Rutland
B.S., Memphis State University
M.A., University of Oklahoma**

THESIS

**Submitted in partial satisfaction of
the requirements for the degree of**

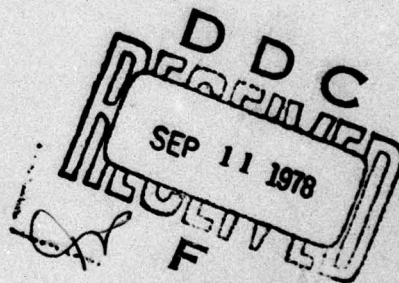
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in

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A Thesis

by

Charles Michael Rutland

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Abstract

of

A COMPARATIVE ANALYSIS OF THE RELATIONSHIP
BETWEEN SOCIAL BACKGROUND FACTORS AND
TRAINING PERFORMANCE OF MALE AND
FEMALE SECURITY SPECIALISTS

by

Charles Michael Rutland

↓ This study was made
~~Statement of Problem:~~ To determine if female United States
Air Force Security Specialists can perform as well in training
as male Security Specialists.

Sources of Data: Information was obtained from various
sources including: California State University, Sacramento,
library; California Highway Patrol; Federal Bureau of Investi-
gation Academy library; The Urban Institute; The Police
Foundation; The International Association of Chiefs of Police;
The Brookings Institution; various USAF agencies; and, from
interviews of numerous male and female Security Police. *A*

9
~~Conclusions Reached:~~ Certain background factors are related
to training performance. The analyses of background factors
did not indicate with consistency that one sex did better
than the other in training performance.

Committee Chair's Signature of Approval

James M. Bland

DEDICATION

To Kjaeren

For Gloria

Because of David

ACKNOWLEDGEMENTS

The author extends his appreciation to Senior Master Sergeant Kevin J. Flynn for the idea and to Colonel Ralph E. Fisher for the support. Without these two individuals, this project would not have been possible. The author also extends his appreciation to Captain Mel Weathersbuy and Mr. Charles A. Greenway who assisted in collection and interpretation of data.

The author is indebted to the countless female and male security specialists and their supervisors who gave of their time, insight and ideas during the research of this study.

The author also wishes to express his gratitude to Ms. Edie Oldfield for her editorial and typing assistance. Mr. Larry Ludlow provided statistical research assistance that was of significant benefit toward accomplishing the study.

Throughout the study Dr. James M. Poland and Dr. Peter S. Venezia provided their guidance and patience. The author thanks his sister, Dr. Gloria Zitek, ne plus ultra, for her inspiration and model.

Most of all the author expresses his gratitude to his wife, Kjaeren, for being her.

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CHAPTER I

FEMALE SECURITY SPECIALISTS IN THE UNITED STATES AIR FORCE

Introduction

Two contemporary movements within American Society are having a direct impact on the expansion of non-traditional roles for women in the military. The first is the abolition of the draft for males and the "volunteer force concept" for all branches of the military. The second is the feminist movement which is generating new role definitions for women.

To increase the numbers of volunteers for the military and to assure sexual equality, the Pentagon decided in 1972 to expand the scope of women's participation within the military. The Brookings Institute reports that in 1972, "...there were about 45,000 females in the services, 1.9 percent of all military personnel."¹ Of that number, 16,000 were in the Air Force and comprised 2.3 percent of the force. James A. McDonnell in Air Force Magazine states that, "The current strength figure of 39,000 females in the Air Force is planned to be expanded to 74,700, or 13 percent of the force by 1982."² Thus the Air Force plans to substantially increase its number of women. Such a substantial increase in number also indicates an expansion in the roles for women.

In expanding roles for women, the Air Force had to address the legal restrictions prohibiting women in combat-related duties. David P. Taylor, Assistant Secretary of the Air Force for Manpower and Reserve Affairs, states that the legal restriction on combat roles for the Air Force women is specified in Section 8549, Title 10, U.S. Code, which prohibits assignment of women to duty in aircraft engaged in combat missions.³ Taylor further states that, "...the language of the current law does not unnecessarily restrict the assignment of Air Force women."⁴ The Air Force policy is that women will not be assigned to positions where there is a high risk of capture, or of injury due to hostile fire. The policy does not preclude the assignment of women to duties where they might be exposed to hostilities.

The Air Force Security Police are charged with the responsibility of defending bases against hostilities. The Security Police is composed of two job specialities: law enforcement and security. The role of the security specialist is to detect, and if necessary, "...respond with deadly force in closing with, engaging, and defeating those who attempt to damage or destroy a resource vital to the combat capability."⁵ Such duties include nuclear security and defense against terrorist threats. Security specialists are also trained for worldwide deployment to protect American resources against hostilities in foreign nations.

The combat-related security specialty was previously closed to women. The Air Force in December 1975, however,

proposed a program whereby a limited number of women would be recruited for the previously all-male security specialist job. The recruiting of civilian female volunteers began in April 1976, and 199 volunteers began training in October and November 1976. The program was designed as a one-year test of performance subsequent to training completion. During the test, the volunteers were to perform the entire range of security specialist tasks and the restrictions on women in this combat-related role were waived. Ninety-nine of the original 199 volunteers completed training and were assigned to four locations: Grand Forks AFB, North Dakota; Barksdale AFB, Louisiana; Nellis AFB, Nevada; and Osan Air Base, Korea. The test program, scheduled for completion in April 1978, will determine the feasibility of opening the security specialty to women.

Statement of Problem

The problem is to determine the effectiveness and efficiency of the women security specialists in this test program.

Assertion

Women can perform the security specialist training as well as men.

Purpose of Study

In order to determine the effectiveness and efficiency of the women security specialists in the test program, a comparison study of the performance of men and women is necessary.

A comparison group of men was not constructed prior to the assignment of the women to their duty locations. The feasibility for an ex post facto comparison study was discussed with Colonel Ralph E. Fisher, Deputy Chief of Security Police, Headquarters United States Air Force, Washington, D.C.⁶

Colonel Fisher agreed to the feasibility of initiating a study of the test program in his letter of July 18, 1977 (see Appendix A). The Air Force seeks to develop statistical data to assist its management in determining whether or not the continuance of women in the security speciality is warranted. The purpose of this study is to provide that statistical data by comparing the performance of male and female security specialists.

Importance of the Study

This study is being conducted to determine the performance of women security specialists, to explore the feasibility of increasing the military labor force by increasing numbers of women security specialists, and to review the employment of women in the non-traditional job of security.

The military has served as a model for the employment of women in non-traditional jobs and for equal employment without regard to sex or race. General Daniel "Chappie" James Jr. is quoted as having said, "...there is less racism in the armed forces of America than there is in any other segment of society."⁷ The test program provides a selected group of women the opportunity to perform the security function. This study should be conducted in order to provide both the military and civilian community with a comparative evaluation of

women in security.

The implications of this study involve the future of women as security specialists. A number of related studies are being conducted by Air Force agencies. This study and others will assist Air Force management in determining whether or not to continue with women in the security specialist function.

Operational Definition of Terms

The following terms will be used throughout the thesis with additional terms being defined as they specifically relate to a chapter discussion.

Security Police Career Field

The field of occupation within the Air Force that is responsible for the protection of personnel and material on Air Force bases. That occupation provides its members established means of advancement and promotion and offers a retirement plan at the end of a 20 year career with the Air Force. The career field contains two job specialties:

Law Enforcement Speciality. The job requiring enforcement of military law and maintenance of order. Duties include traffic control and enforcement, accident and criminal investigation, apprehension and detention of suspects, and community relations.

Security Speciality. The job requiring protection of resources vital to the defense of the nation, including nuclear weapons and storage sites, aircraft, and missiles. Personnel performing

this job are trained to defend against terrorist threat activities and to respond worldwide to situations which threaten the national defense.

Test Group

The group of female volunteers specifically recruited for the security specialist job.

Comparison Group

A group of male subjects that were computer selected and had similar characteristics of the female test group for entry on active duty, race, educational level, age, and Air Force Qualifying Test scores. Male subjects entered the Air Force to be security specialists or were eventually trained as security specialists.

Performance

The concept of performance for the purpose of this study includes the following criteria:

Basic Military Training (BMT) Disposition. Categories include graduate or eliminee.

Security Police Academy Disposition. Categories include graduate or eliminee.

Final School Grade. The two-digit numerical grade received by the subjects at the Security Police Academy.

Correlation

The extent of statistical relationship or association

between two variables.

Scope and Limitations of the Study

The study is comparative and will rely upon statistical correlation. However, such correlation cannot be accepted as prediction. The correlation will serve to compare the performance of women and men in limited groups. The study is limited by its ex post facto nature. Certain variables were extraneous and could not be controlled, but nevertheless, had an influence on the test group. These variables will be taken into consideration when conclusions are drawn. Examples of extraneous variables include willingness of the women to enter the test group, desire of the test group to achieve, increased supervision of the women due to the test, and the publicity of test group members in news articles.

Organization of Remainder of Thesis

Chapter II of the thesis provides a literature survey on policewomen. After a brief discussion of the historical background and the British experience, the emphasis shifts to the legal developments that have fostered equal opportunities for women. The chapter concludes with an in-depth review of the contemporary literature of policewomen performing the patrol function and examines the following areas: recruitment, selection, training, assignment, attitude, promotion, and performance.

The above areas will also serve as the basis for an expanded discussion of the female security specialist test

program in Chapter III. The methodology of the study, the design, and the variables used, also will be described in this chapter.

In Chapter IV the results of the study will be evaluated, with conclusions and recommendations being described in the last chapter.

CHAPTER I FOOTNOTES

¹Martin Binkin and Shirley J. Bach, Women in the Military (Washington, D.C.: The Brookings Institute, 1977), p. 2.

²James A. McDonnell, Jr., "Signals Change on Women Strengths," Air Force Magazine, October 1977, pp. 80-81.

³David P. Taylor, memorandum on the Review of the Combat and Combat-Related Assignment of Women, April 19, 1976.

⁴Taylor, Assignment of Women.

⁵Larry J. Runge, background paper on Women in the Security Police Career Field, September 1975. Lt. Col. Runge is Chief of Manpower and Personnel Branch, Office of The Chief of Security Police, Headquarters United States Air Force, Washington, D.C.

⁶Personal conversations between this writer and Colonel Fisher, July 1977.

⁷"Gen. James Dies at 58 of Heart Attack," The Sacramento Union, February 26, 1978, p. B4.

CHAPTER II

LITERATURE SURVEY

Introduction

Historically, the role of policewomen was to protect women and juveniles. The current movement is to expand the responsibilities of policewomen to the generalist or fully integrated police officer function. According to the 1976 Federal Bureau of Investigation Uniform Crime Reports, "In city agencies, males represent 98 percent of all sworn personnel..."¹ Constance Breece and Gerald R. Garrett in "The Emerging Role of women in Law Enforcement," state:

(W)hile there have been numerous developments in removing barriers to women's involvement in the police profession, only about 2 percent of the nation's police departments are comprised of women, and the proportion of women given patrol assignments is significantly less.²

The United States Air Force Security Police strength figures reflect a larger proportion of females in police work as compared to the non-military or civilian figures. According to the Air Force Military Personnel Center, in December 1977, enlisted women accounted for 3.77 percent or 1,279 of the 33,910 total personnel in the Security Police career field.³ That 3.77 percent includes both the law enforcement and security specialities. In contrast to the Breece and Garrett statement that a small percentage of females are given patrol

assignments the vast majority of females in the Security Police perform the patrol function.

The Air Force experience with women in police work is similar to that of the civilian experience. Only in recent years has there been an expansion of responsibilities for women in policing. The history of women in policing abounds with accounts of women occupying what has been considered the traditional "helping" or service role. This literature review will examine the changing responsibilities of policewomen through, first, a recounting of the historical background of women in policing; second, a brief review of the British experience; third, a summary of legal developments that have fostered integration of policewomen; and, lastly, the contemporary movement of policewomen performing the patrol function. The discussion of the contemporary movement will include: recruitment, selection, training, assignment, attitude, promotion, and performance.

Historical Background

Lois L. Higgins in Policewoman's Manual, recounts that the policewoman movement in the United States began in 1845 with the hiring of six New York City women prison matrons.⁴ The appointment of the prison matrons, according to Higgins, was a result of pressure from the American Female Reform Society on the New York City administration to address the conditions within the city prisons. The matrons were employed at Blackwell's Island and the Tombs, two of New York City's

prisons. Higgins emphasizes that the employment of female prison matrons reflected the reform movement of the period.⁵

Women's groups, such as the Women's Christian Temperance Union, pressed for an expanded role for women in a policing function. The 1905 Lewis and Clarke Exposition, according to Chloe Owings in Women Police, was held in Portland, Oregon and was significant to the history of the policewomen's movement as Mrs. Lola Baldwin, formerly of Traveler's Aid Society, was given "police powers" to protect young girls and women.⁶ The function of women in police during this period was seen as a "helping role;" to provide protection for women and juveniles. According to Higgins, the success of Mrs. Baldwin's efforts led to Portland's creation of a Department of Public Safety for the Protection of Young Girls and Women, with Mrs. Baldwin serving as its first Director.⁷ Owings states that although the department was later incorporated by charter into the police department, the women retained the title of "operative" or "workers" rather than policewomen.⁸

The term "policewoman" was not officially used until September 1910, when, according to Peter P. Horne, Mrs. Alice Stebbins Wells was appointed as a policewoman of the Los Angeles Police Department.⁹ Her duties included the enforcement of the laws concerning juveniles and women.

Owings points out that the impetus of the policewoman movement gained momentum from 1910 to 1915, with at least sixteen major cities appointing women to their police departments.¹⁰ According to Owings,¹¹ the momentum continued with

the hiring of Mrs. Dolly Spencer in 1914 as Chief of Police of Milford, Ohio, a community of 1,500. Horne relates in his work, Women in Law Enforcement, that on May 17, 1915, the International Association of Policewomen was organized, with Mrs. Alice Stebbins Wells as its first President.¹² The 1922 International Association of Chiefs of Police Convention resolved that "...policewomen were essential to the modern police department."¹³ The Depression brought about not only the financial death of the International Association of Policewomen in 1932, but also a hiatus in furthered integration of women into police work. Historical literature on policewomen also reflected the hiatus.

World War I brought about widespread public recognition of social ills in this country; i.e., prostitution, venereal disease and liquor traffic. Military training camps had been built in vast number and created social problems for the public in general and the police in particular. The police and the public recognized that additional control in the communities surrounding the training camps was necessary. In July 1918, Commissions on Training Camp Activities were charged by the Secretaries of the War and the Navy with "...the duty of seeing to it that the environments of training camps were kept free from the vicious conditions traditionally surrounding them."¹⁴

The Law Enforcement Division developed from the Commission on Training Camps and was responsible for the protection of females. Female protective officers were employed

with police powers to accomplish: patrol work, supervision of amusement parks, personal work with girls, and to aid in law enforcement.¹⁵

In Women Police, Chloe Owings traced the development of other agencies to support the Commissions on Training Camps:

On July 9, 1918, the President signed the Chamberlain-Kahn Act which created the Interdepartmental Social Hygiene Board to consist of the Secretary of War, the Secretary of the Navy, the Secretary of the Treasury as ex-officio members and the Surgeon-Generals of the Navy, the Army and the Public Health Service, or their appointed representatives. This Board, in December 1918, was authorized to take over the Section on Women and Girls of the Law Enforcement Division of the Commission on Training Camp Activities. On April 1, 1919, the Section on Vice and Liquor Control was also transferred to this Board whose work in the so-called "Protective Social Measures" followed the general policies of the Law Enforcement Division of the Commission on Training Camp Activities.¹⁶

In various forms and under different agencies, the protective work of women continued until March 1922, when it was planned to transfer the law enforcement activities to the Department of Justice. The mechanism for this transfer was embodied in the Jones-Kahn Bill, but Congress, according to Owings, adjourned without passing the Bill, and on June 30, 1922, the activities were discontinued. Over two-hundred cities employed policewomen after the war.¹⁷ Mary Sullivan in My Double Life discusses the fact that the Social Hygiene Board and Commission on Training Camp Activities furnished the impetus for the increased hiring of policewomen.¹⁸

Prior to the death of the International Association of Policewomen in 1932, Mina C. Van Winkle, President of the

Association in 1925, made the following statement in the foreword to Owings' work, Women Police:

Every community will some day have accessible to all of us a "Clearing House," with experts for diagnosis and prognosis of individual cases and problems, where treatment will be prescribed and carried out for the purpose of adjusting the individual to normal society. Those professionally interested in such service will have the same basic training and the same definite aim--the welfare of society through all necessary agencies including the police.¹⁹

In December 1973, a national clearing house was established by the International Association of Chiefs of Police Public Affairs Division for information on policewomen.²⁰

The perception of the role of women during this early period in the history of policewomen is typified by the statement of Mary E. Hamilton in The Policewoman, Her Service and Ideals:

Except in extreme cases, the policewoman does not seek to arrest, the purpose of her patrol is to watch and warn. Patrol work is vitally important but is merely a phase of policewoman's work and to emphasize it unduly or assign women to that duty alone and nothing else is to lose sight of the real value of women's police service.²¹

Lois Higgins states, "Both men and ~~women~~ police officers, it should be emphasized, have their proper role, and it is obvious that routing police work is principally a man's job."²²

By World War II policewomen had clearly demonstrated their ability to perform the police function. Social attitudes and the public's concern changed drastically following World War II. Emphasis shifted toward understanding the causation of crime and toward prevention of crime; not merely the enforcement of laws.

Policewomen were being viewed as a valuable adjunct to aid in the causation and prevention atmosphere. This "adjunct" attitude toward women persisted and continues even now. Since the appointment of the first regularly rated "policewoman" in 1910, women in policing had functioned without definition. In 1966, the International Association of Chiefs of Police defined "policewoman:"

A policewoman is a sworn police officer, empowered to enforce all of the laws and ordinances of the jurisdiction and to detect and arrest violators, and is appointed for the increased moral protection of women and minors and for the prevention of delinquency among such women and minors, and for such other police duties as can best be performed by a woman.²³

Although this definition is but a decade old, it has changed as radically as the way in which women in policing are employed. The National Advisory Commission on Criminal Justice Standards and Goals in 1973 stated:

In December 1971, the Secret Service administered the oath of office to five women, the first in the 106-year history of the agency. On July 17, 1972, FBI Acting Director L. Patrick Gray III swore in the first female FBI agents. These historic occurrences indicate that the time is ripe for a reevaluation of the employment standards throughout the police service.²⁴

In September 1974, Officer Gail Cobb, Washington D.C. Metropolitan Police, was the first policewoman shot and killed in the line of duty. According to Alice Fleming in New on the Beat: Woman Power in the Police Force, Officer Cobb had been on the force six months.²⁵ Dorothy Uhnak in Policewoman discussed what she termed "headline shield"-- isolated incidents of questionable significance.²⁶ The death of Officer Cobb was an isolated incident which attracted

national attention. The significance of the incident went beyond the death of a police officer. It fostered and perpetuated what Rex D. Conrad termed the "sister syndrome"-- "...the feeling among the males that the woman must be protected as men were conditioned to protect other women in their lives."²⁷

The Miami Florida Police Department did not allow the "sister syndrome" to prevent employment of females for patrol duty. John Dilucchio points out that use of female police officers has proved effective in all phases of police work in the city of Miami.²⁸ The classification of "policewoman" has been eliminated. Miami only uses the term "police officer." Dilucchio, in his article, stated that the first female sergeant was selected to command a patrol sector in Miami in July 1971.²⁹

The prediction of a "clearing house" by Van Winkle in 1925 materialized, but other predictions, should they come to realization, would greatly thwart a totally integrated police force. Mary E. Hamilton, author of The Policewoman, Her Service and Ideals, stated: "In the future there will be more policewomen. The field of service, however, will not change as women protective officers will always confine their efforts to work with children, girls and women."³⁰

Employment of female officers has advanced past such predictions as Hamilton's. Catherine H. Milton, in 1974, discussed the strength figures of women in policing:

In 1971 there were fewer than a dozen policewomen on

patrol in the United States; in 1974 there was close to 1,000. In 1971 there were only a few women in police supervisory positions; in 1974 there were several hundred women sergeants, lieutenants, and captains supervising male and female patrol officers and detectives.³¹

It is obvious from this quote by Milton that the numbers of policewomen have increased, as has their role in law enforcement-patrol.

The future of the women will be dictated by: Their performance in the field; careful management and planning and management by supervisors; attitudes by men and women police officers alike; and, a planned program of integration and evaluation.

The British Experience

The employment of policewomen in other countries parallels, for the most part, that of the American experience. The integration of women into police has been slow. Historical literature tracing the development is not abundant. Of the available literature, Great Britain provides the most thoroughly documented account.

Peter P. Horne, in his article "The Role of Women in Law Enforcement," provides an account of the policewoman movement at the turn of the century in Great Britain:

Women's groups and civic groups were supporting the drive to get women into police work at this time (1916). World War I left England short of manpower, and women were given the opportunity to prove themselves in law enforcement. Throughout the war, there were women patrols, the function of which was to keep activities of women and children under surveillance. Although they were paid from police funds, they did not have the power of arrest and had to call male officers before an arrest could be made.³²

Lilian Wyles in A Woman at Scotland Yard,³³ and Jennifer Hilton in The Gentle Arm of the Law,³⁴ present the same "lack of arrest authority" by policewomen in Great Britain as does Horne. Chloe Owings documents that in December 1919, Parliament passed the Sex Disqualification (Removal) Act which established the legality of women as members of the police force.³⁵

Although the legality of policewomen in Great Britain was established, they nevertheless received great resistance from male officers and the general public. In The Pioneer Policewoman, Mary S. Allen states:

The masculine public, in general, was inclined to fear that women police would tend to repressive methods; would be intolerant of the rougher forms of natural human enjoyment; above all, that their lack of physical strength would in any crisis, require the aid of a policeman, and that on this account alone, to aid women to the force would seem to be a work of superogation.³⁶

The worth of the work of policewomen in Great Britain became questionable. The Report of the Committee on National Expenditure (Geddes Committee) in 1922, according to Owings stated, "We have considered the question of the employment of women patrols--their powers are very limited and their utility from a police point of view is, on the evidence submitted to us, negligible."³⁷

Though the early years of the policewoman movement in Great Britain were difficult, Horne states that the women proved their worth. He continues by stating that: "By 1966, female positions constituted approximately 4,000 of the

95,000 authorized police positions in the country."³⁸

The policewoman movement in Great Britain has been somewhat typical of other nations. The movement has been slow but, according to Horne, "...Japan, Guyana, Israel and New Zealand all have policewomen performing patrol duties."³⁹

Legal Developments

Litigation required to resolve the problem of sex discrimination has, in part, only recently been enacted. With the turn of the century, police departments throughout our country began to realize the value of women in law enforcement. It quickly became necessary for cities to establish proper legislation in the form of civil service commissions, to administer employment requirements and tests for women entering law enforcement. As Mary E. Hamilton examples: "On May 13, 1921, the first civil service examination for policewomen in the police department of New York City was given under the rules and regulations of the Municipal Civil Service Commission."⁴⁰

Over the years "study guides" for the civil service examinations for women in police began to develop. Characteristically they defined, as in the Turner publication, the role of policewoman:

Policewomen are assigned cases which involve women and young people. They may work with juvenile delinquents, try to locate lost children and runaways, or search, question, book and fingerprint women prisoners. Less frequently, they are assigned to detective squads where they work mainly on crimes involving women. Policewomen are rarely assigned traffic duty.⁴¹

Traditionally, policewomen have been used in limited or specialized roles within law enforcement. For those women desiring the opportunity to be fully utilized as a police officer, they encountered resistance and frustration. As Horne points out, adding to this frustration was the fact that: "The law has been somewhat of an obstacle to police-women because of its silence."⁴²

The Constitution has long provided for the protection of the rights of citizens through the 14th Amendment (1868). After defining both Federal and state citizenship, Section 1 of the 14th Amendment then lists the limitations on state action in reference to the rights of the people: "No state shall deny to anybody the equal protection of the laws."⁴³ On November 22, 1971, the Supreme Court of the United States applied for the first time the "Equal Protection Clause" of the 14th Amendment to prohibit discrimination on the basis of sex.⁴⁴ In Reed v. Reed, the Supreme Court struck down an Idaho statute which gave preference to men over women as administrators of decedents' estates.⁴⁵

The National Advisory Commission on Criminal Justice Standards and Goals relates:

Despite initial progress, policewomen have tended to be frozen into the traditional role bestowed upon their predecessors many years ago. The 6,000 police-women in this country comprise approximately 2 percent of the sworn police population. Yet, a nationwide survey conducted by the International City Management Association in 1970, revealed that they constitute from 14.5 percent (in cities of 100,000 - 250,000) to 36.3 percent (in cities over one million) of the sworn personnel in juvenile units. Most of the others work as matrons, sex crime investigators, and clerical personnel.⁴⁶

Prior to the 1971 application by the Supreme Court of the "Equal Protection Clause" with regard to sexual discrimination, few policewomen had brought sexual discrimination suits against police departments. Methods other than legal suits were attempted. For example, Felicia Shpritzer, in her 1961 article, "A Case for the Promotion of Policewomen in the City of New York," emphasized that there were no competitive examinations enabling women to be promoted.⁴⁷ The National Advisory Commission on Criminal Justice Standards and Goals notes that it was not until 1963, and through legal suit, that a policewoman was allowed to take the promotional examination for sergeant.⁴⁸ Thus, Reed v. Reed did much toward equalizing employment rights and promotional opportunities for women.

Opportunities for women were furthered by the Civil Rights Act of 1964, which took effect on July 2, 1964. The Act is broad in scope and contains eleven titles. The titles seek to prevent discrimination through peaceful and voluntary settlements. Title VII provides for equal opportunity without discrimination in employment. It is important to realize that the Civil Rights Act of 1964 is civil and remedial in nature and is not a criminal statute.⁴⁹ The provisions of Title VII were set down to protect anyone who voices a complaint. Title VII was amended in March 1972, to include state and local government workers.⁵⁰

The Equal Employment Opportunity Commission was empowered on March 21, 1972, to enforce Title VII as it applies to discrimination against women. The dominant principle of

that law is that all jobs must be open to men and women unless it can be proved that sex is "a bonafide occupational qualification" necessary to the normal operation of that particular business or enterprise.⁵¹ Milton's recent work, Women in Policing, A Manual, further documents the implications of Title VII: "On January 5, 1974, a consent decree was entered in a suit against the Maryland State Police. The decree set hiring goals...and established the federal government as a monitor to see that the hiring of women was accelerated."⁵²

Other litigation has taken place against police departments. Cynthia Gould Stuart, in "The Changing Status of Women in Police Professions," relates the 1972 Massachusetts incident:

The 1972 Massachusetts Civil Service Examination for police officer positions did not conform to the testing standards prescribed by the Supreme Court. Written in a way that often clearly excluded their applicability to women candidates, the test questions seemed designed to measure the psychological health of the male heterosexual in the absolute.⁵³

Milton states that, "Recipients of (Law Enforcement Assistance Administration) LEAA grants are prohibited from discriminating against women in employment practices by the Crime Control Act of 1973, which amends the Omnibus Crime Control and Safe Streets Act of 1968."⁵⁴ Police departments have not waited for law suits in order to bring about further integration of women in law enforcement.

The Metropolitan Police of the District of Columbia, under the leadership of Chief Jerry V. Wilson, was among the first of the enterprising departments in its hiring practices.

To quote Bloch:

Of all the actions taken by the department in this regard (expanding employment opportunities for women), none was more significant than the assignment in 1972 of a substantial number of newly-hired women to the most important of all police jobs, the job of patrol. That action broke the national barrier which had limited all but a few female officers to "policewomen's work,"...(traditional women and juvenile oriented)...⁵⁵

Voluntary compliance is necessary if law enforcement agencies are to avoid litigation regarding sexual discrimination. "The next proposed amendment to the Constitution, the Equal Rights Amendment (ERA)," according to Horne, "should provide the final legal force necessary to end sexual discrimination."⁵⁶

The Contemporary Movement

Gary Perlstein, in his article, "Female Police: The Need for Research," clearly identifies that much of the available literature and data on the subject is highly opinionated writing tremendously lacking in true academic research.⁵⁷

The research that has been completed is marked by the studies of Bloch and Milton. Several large police departments, such as the California Highway Patrol, have conducted research and recently published their work.⁵⁸ Continued research is vitally necessary in order to assure proper management and supervision of women in policing.

The importance of this research goes beyond management and supervision. The police administrator must now be concerned with the question of sex discrimination. Reed v. Reed and Title VII of the 1964 Civil Rights Act have resulted in

many law suits against many law enforcement agencies for their failure to hire sufficient numbers of qualified females. While many reports and surveys have been made, police administrators are still seeking research data that will provide accurate and reliable answers to the performance question of female officers.

An expanded survey of the contemporary literature follows with capsulated findings on these significant areas: recruitment, selection, training, assignment, attitude, promotion, and performance.

Recruitment

Recruitment campaigns have been assisted in one form or another by the press. Newspaper articles can be a valuable tool or a true detriment to the recruitment effort. Articles frequently center on feminism: "First Woman Trooper: 'Pretty Regina' Ready for Duty,"⁵⁹ and, "Sergeant's no Sissy, She Took His Gun Away."⁶⁰ The value of these articles could be questioned. Other articles may assist in the recruitment effort: "District to Recruit 100 Policewomen,"⁶¹ and, "DPS Opening Applications for Patrol Jobs to Women."⁶²

The press provides a ready source of advertising for departments. However, departments are often forced to rely on the press for assistance due to the insufficient funds available for the recruitment campaign. Recruitment campaigns are often quickly formed and enacted. Thus, the form of advertising may not appeal to the "target population" sought by police departments.

Catherine Milton in Women in Policing, a Manual, raised two essential points in discussing recruiting efforts:

1. Police departments should maintain accurate records on the number of women attracted to the department through the recruitment campaign. If there is a significant difference between the number of those attracted and the number of those finally selected, it may be that there are reasons for this which require revision of recruitment or selection procedures.

2. Interviews with female officers who resign from the department, for instance, may reveal that the recruitment process dealt poorly with, or neglected certain aspects, of police work which should have been clearly explained before the candidates made formal application to enter.⁶³

Female recruitment, according to Milton, will be a problem that police departments must face. Milton further stated:

Police departments may find the initial recruiting of women to be difficult. Convincing women that there is a significant role for them in the delivery of police services will require creativity, ingenuity and, most importantly, sincerity. But as prospective female candidates see other women functioning successfully as police officers providing services to citizens and fighting crime, the problem should diminish significantly.⁶⁴

Selection

Catherine Milton reports that selection and recruiting of female police officers has been geared toward women who are interested in working with juveniles. She states that, "In 1972, most of the policewomen doing law enforcement work--as opposed to clerical work--are immediately assigned to specialized bureaus, most commonly to work with juveniles."⁶⁵ Women filling these positions were, in general, more highly educated than the men selected. According to Milton's example, Philadelphia has "...Sixty to seventy policewomen assigned to

Juvenile Aid Division where they are supervised by four female sergeants."⁶⁶

Milton's findings as to the selection of female officers for the "helping role" is supported in an article by Gary R. Perlstein. Writing in the Police Chief, Perlstein reports that of a 150 woman sample:

Policewomen, according to the present study, share the desire for security of their male counterpart, but a high percentage of women also joined the police force because of a desire to help people--a result not found in the studies conducted of male officers.⁶⁷

James N. Owens recorded similar findings in Hartford, Connecticut's women investigators, "They find young women with college backgrounds well versed in the civil rights of all and who work as hard to protect the innocent as they do to bring the guilty before the bar of justice."⁶⁸ Eldefonso, Coffey and Grace commented on selection by saying:

Modern policewoman has the greatest potential value to law enforcement in preventing crime today. This is because she--even more than a policeman, no matter how well trained as a juvenile officer--has at hand the strong backing of the community groups which are essential if the problems involved in controlling or removing community "moral hazards" are to be met.⁶⁹

Bloch, Anderson and Gervais studied the District of Columbia Police Department in 1972, and the Police Foundation released their initial findings in Policewomen on Patrol (Major Findings: First Report, Volume 1), in 1973. The authors reported that:

...(T)he District of Columbia Police Department re-assigned twenty-seven policewomen and hired and trained eighty new women for uniformed patrol duty. This is the first time in the history of the United States that any city has hired a substantial number of women and given them the same patrol responsibilities as men.

Hence, this evaluation represents the first major attempt to gather data on the performance of women on patrol.⁷⁰

According to the authors, the "new" women met the same selection standard as men; i.e., civil service test, background check, interview, etc.⁷¹ The final report of the study, written a year later, did not identify any personal characteristics of officers observed during the selection process that were strongly related to performance. Good interview ratings and greater height were found to be correlated with negative performance rather than positive performance. The authors also felt that personal characteristics of an individual, as a criteria of selection, were of doubtful value as predictors of performance. The study called for better selection procedures but emphasized that until such procedures could be developed, police departments should rely on the probationary year as the judge of officers' effectiveness.⁷²

Variance in the findings existed between Bloch's study and the California Highway Patrol study. After an eleven month evaluation in 1975, of twenty-two female State Traffic Officers (STO), the California Highway Patrol found the following relationships between selection standards and performance:

1. The analysis showed that the number of college hours was the screening variable most highly correlated with the officers' field performance. The other variables that predict field performance include physical and intellectual abilities...

2. For men who remained in the Academy, it was found that all portions of the STO preemployment written examinations predicted how well they would do in training.

3. For women who remained in the Academy, the total number of college hours and percentage of body fat (that percentage of the total body which is fat) predicted how well they would do in training.⁷³

Contemporary literature documents the recent litigation that has taken place regarding selection procedures. According to Milton, "A growing number of police departments have, since enactment of the Amendments to Title VII, eliminated the job category of policewoman and/or opened the job of police officer or patrolman to women."⁷⁴ Milton continues on selection litigation by saying:

The Supreme Court in Griggs v. Duke Power Company established a rule for enforcement of Title VII with respect to all selection procedures, although the case dealt specifically with written tests held to have a discriminatory impact on minority persons. The Court said that, where a test can be shown statistically to have a discriminatory impact on a class of people protected under Title VII, the employer must show that the test has been validated and that the characteristics it tests are reasonably related to the performance of the job.⁷⁵

Training

Various methods have been used over the years to train female officers ranging from "on-the-job training" to separately established training programs. Barbara Price states in her article, "Police Personnel in Pennsylvania and the Development of Line Level Training Programs," that "...police training programs (should be) based on the knowledge of individual, staff, and department problems and requirements."⁷⁶

Milton emphasizes the selection process in discussing training, by stating, "If a department, as required by law, selects its personnel according to job-related qualifications,

its recruits will have the potential ability to fulfill both the crime control and the social service functions required by the community."⁷⁷ She continues her discussion by adding, "Because it is the training process which imparts the skills necessary for success in the field, a program for total integration of women into police work may collapse through failure to provide equal training to recruits of both sexes."⁷⁸

Physical training within police academies has been the source of litigation involving women. Milton cites a number of instances:

Another result of opening patrol work to women has been that women are now expected to pass the same physical tests administered to men. When this was done in New Jersey only one of 51 female applicants passed the test, which included chin-ups, push-ups, squat jumps and broad jumps. The woman holds a black belt in karate. Similar examinations were given last year (1973) in Los Angeles, California, and Portland, Oregon, and in the states of Wisconsin and New York.⁷⁹

The California Highway Patrol recognized the need to have demonstrable physical training and tests required for all police officers. In cooperation with the National Athletic Health Institute in Inglewood, California, and the University of Arizona, Department of Physical Education and Athletics, the California Highway Patrol developed physical tests specifically job-related for State Traffic Officers.⁸⁰ There are two job-related physical performance tests:

1. Barrier Surmount. Includes running and going over, in any fashion, the top of two walls; one, 4'10" high, and the second, 6' high.
2. Body Drag. Dragging of a 165 pound anthropomorphic dummy from an automobile to a safe distance of 50 feet.⁸¹

Test number one: Barrier Surmount, simulates an officer stopping on an access road adjacent to a four-lane expressway; climbing the fence adjacent to the expressway; crossing two lanes of traffic; climbing the median fence; crossing two additional lanes of traffic; and, handcuffing a fleeing individual. The construction of the arrest resisting device is based on the pull pressure in the right and left arms of an average individual. Test number two: Body Drag, requires dragging of a simulated unconscious individual of average weight from an automobile. In interviews with California Highway Patrol Academy personnel, the above tests were, again, specifically developed to be job-related.⁸²

Robert E. Hindman found from a questionnaire survey of Ventura County, California sheriffs deputies that, "Overall review indicates a low acceptance factor for females to be used in all police functions, especially those areas which could be termed as hazardous."⁸³ As Milton pointed out earlier in this discussion on training, litigation has been required to correct situations surrounding physical training. As Hindman pointed out, the "hazardous" situations that police officers face have been a source of low acceptance of females as police officers. Notwithstanding that attitude, physical training to prepare academy cadets must still be demonstrated to be job-related. Milton quotes the American Bar Association by saying:

In deciding upon the content of training programs, it must be recognized that, however the police role may be defined in specific terms, the heart of policing consists

of working with difficult human problems--often at a point of crisis....It may be that skill in interpersonal relationships may be as important as physical fitness in equipping the officer to cope with potentially dangerous situations.⁸⁴

Milton expressed the concern that police training must be more than instruction on how to detect and apprehend suspects. The orientation of the training must also include development of the thought process within officers. In essence, the training should include skills in human relations. Milton states, "When officer training involves both orientations, it begins the process of transforming recruits into effective personnel--professionals prepared for a difficult job, essential community service."⁸⁵

Assignment

Assignment of women to "full police duties" has long been a weak point and remains such. Policewomen are multi-skilled but still find themselves relegated to station duty or a less demanding role as parking meter checkers. Thomas Aaron in his article, "Police and Meter Maids," states: "Assignment of multiple skill personnel to single skill jobs is economically wasteful and detrimental to the morale and effectiveness of personnel trained for duty in more challenging tasks."⁸⁶ Aarons' article is endorsing the use of women as meter maids to free men for other police tasks.

In Catherine Milton's work, Women in Policing, A Manual, the author has the following recommendation for the assignment of women:

If male recruits are assigned automatically to patrol after completing training, women should be assigned likewise. Male and female officers should be used interchangeably, and their performance should be evaluated against the same standards.⁸⁷

In Women in Policing, A Manual, Milton reviewed the policewomen programs in six geographical areas: Arlington County, Virginia; Cleveland, Ohio; Los Angeles, California; Madison, Wisconsin; Dallas, Texas; and Dayton, Ohio. From her review of the different programs, Milton made a generalization that the assignment of policewomen should be accomplished through job-related selection standards without regard to sex. Milton was also critical of policewomen assigned to patrol duties but relegated to clerical duties by their supervisors and endorsed the assignment of women, as a group, to patrol duties. She felt that by assigning women as a group, they would not then have to face the demoralizing isolation effect created by single or individual assignments.⁸⁸

Bloch also found that policewomen assigned to patrol duties are often relegated to clerical or "station house" responsibilities. In comparison, men were assigned to one-officer cars more often than were women.⁸⁹

The assignment of women to police duties has traditionally been based on community expectations or desires. James Q. Wilson, in Varieties of Police Behavior, describes three styles of policing: Watchman; Legalistic; or Service. The traditional style of policing was Wilson's Watchman style, in which the major concern was for order maintenance. Wilson points out that the Watchman style rarely becomes the

operating code of the department of today.⁹⁰ Today's heterogeneous community demands a pivotal combination of the Wilson Service style and the Legalistic style. Wilson states that the Service style operates in communities that are not divided deeply along racial or class lines and arrests are avoided.⁹¹ On the other hand, the Legalistic style department has a single standard of community conduct--that which the law prescribes.⁹²

Policewomen may be employed to fulfill the community expectations. An example of a newspaper account carrying the community reaction to policewomen was, "Policewomen Preferred by Public, Report Says."⁹³ The article recounts the Law Enforcement Assistance Administration grant to study the performance of forty-one patrolwomen and forty-one patrolmen during 1975-76 in New York City. All police officers were assigned to patrol duties. The findings of the study were:

Their performance (policewomen) seems to have created a better civilian regard for the police department... (The report) said citizens found policewomen were more competent, pleasant and respectful than policemen. Policewomen were slightly less physically agile in such things as climbing ladders or steep stairs.... But by and large, patrol performance of the women was more like that of the men than it was different. The results offer little support either to those who hold that women are unsuited for patrol work, or to those who argue women can do a better job than men...⁹⁴

The New York City community attitudes toward policewomen were essentially the same as the community attitudes in California. Generally, the public is favorable toward policewomen. That favorableness increases with increased numbers of policewomen contacts.

Attitude

In 1975 and 1976 the California Highway Patrol conducted surveys to attain community and department attitudes toward policewomen. According to the California Highway Patrol Report, the surveys were given prior to women being assigned to the field and one year after assignment to the field. The findings were:

Members of the public who had contact with female Traffic Officers had a much higher opinion of the ability of women to perform as TOs than those who did not. Also, uniformed personnel's opinion of women as TOs was higher in January 1976, when 22 female Traffic Officers had been in the field for almost one year, than in the first survey, when no women officers were in the field.⁹⁵

Bloch's initial report on policewomen in the District of Columbia Police Department revealed similar community attitudes toward policewomen. The public felt that women deserved an equal opportunity to be police officers, however, citizens believed policewomen would not affect crime or arrest rates. The major advantage of policewomen, in the view of citizens, was in handling domestic disputes but the citizens also felt that policewomen would be a disadvantage in handling fights or riots.⁹⁶

Kerber, Andes and Mittler also studied the community attitudes toward policewomen in Champaign-Urbana, Illinois. Although their general findings were similar to Bloch and the CHP, there were marked differences in policewoman acceptance depending upon the socio-economic areas within the community. The researchers had two goals in mind: first, to determine community attitudes concerning the competence of female

officers in specific police work areas; and, secondly, to determine community preference for male or female police officers.⁹⁷ A random telephone survey was conducted with 101 male and 102 female residents being interviewed.⁹⁸

The response of the residents indicated that the majority of the community were willing to accept expanded roles for policewomen. Like the Bloch study of community attitudes, males were definitely preferred to handle situations involving a fist fight.⁹⁹ However, unlike Bloch, the authors found that:

(A)lthough the relationships between socioeconomic variables and acceptance of policewomen are statistically significant, they are not very large. Thus, policewomen may not have a substantially easier time gaining public acceptance in high socioeconomic areas. Rather, female police officers will have to gain acceptance throughout the community as a result of demonstrated competence in police work.¹⁰⁰

The dominant male image of police was apparent throughout the above cited surveys of community attitude. Males, as perceived by the community, are needed to handle the physical aspects of police work, i.e., fist fights. This same attitude exists among the male-dominated police departments. Ronald Talney, in his article "Women in Law Enforcement: An Expanded Role," identified certain myths that he believes operate in the male-dominated police service:

1. "Protection" theory - protection of women to the point of denying rights.
2. Women will take advantage of sex--and are therefore, more difficult to supervise.
3. Women do not make good supervisors.
4. Women are not emotionally equipped to make life and death decisions.¹⁰¹

According to Talney, these myths operate, "...to the detriment of policewomen and, I believe, the general public."¹⁰²

Milton also described the male-dominated value systems of police who expound the image of "armed men of action." The presence of policewomen, according to Milton, would threaten that image as well as the self-image of male officers. With the male-dominated police image being threatened by women, the job of police officer would then become less attractive for men.¹⁰³ Elizabeth Janeway in her article, "The Weak Are The Second Sex," presented what may well be the attitude of male police officers, if Milton's view of the police value system is correct. Janeway said, "Unfortunately, and women don't often see this, a step up for women will be seen by many men as a step down for men to an inferior level, woman's level."¹⁰⁴

Police officials' attitudes were surveyed by Bloch in his study of the District of Columbia Police Department. In Bloch's Final Report the "Police officials were more likely than patrolmen to say that men and women were equally able to handle important patrol situations, but officials were not as positive about patrolwomen's skills as the women themselves."¹⁰⁵ Bloch's First Report found that:

Policewomen have a more positive attitude about themselves. They think women are more likely to be "persuasive," "decisive," "observant," "emotionally stable," "intelligent," and "understanding, compassionate." Men are thought more likely to be "strong" and "aggressive."¹⁰⁶

Policewomen on patrol are often described as "demonstration projects" by police departments. For a demonstration

project to be a success, according to Milton, "the personal commitment of a core of police leaders within the department (is essential)."¹⁰⁶

Promotion

Promotion procedures, if they exist for women, have been slow in development. In certain instances it has taken pressure through publicity such as Shpritzer's article, "A Case for the Promotion of Policewomen in the City of New York,"¹⁰⁸ or court battles to force departments to allow women within the promotional system. Departments often maintain separate promotion lists for men and women; others simply have no promotion system for women.

Milton's discussion of promotional opportunities for women pointed out that promotional criteria often includes the requirement of patrol experience. Police department policies that preclude the patrol assignment for women establish barriers to career advancement. Quotas for the number of women allowed on patrol severely limit the promotion of women to a small number. Limited promotions are also affected by the additional requirements for women (but not required of men) qualifying for promotion, i.e., oral boards and educational background.¹⁰⁹

The National Advisory Commission on Criminal Justice Standards and Goals in their 1973 report, Police, also identified the promotional restraints that have been placed on policewomen:

In most agencies, promotions are predicated upon an officer's experience, knowledge, and ability as determined through an examination process. Regardless of abilities, women have been unable or unwilling to compete successfully in this process. Their duties have not been conducive to the attainment of comprehensive knowledge or experience in police work, especially in basic line functions. Since they cannot normally qualify for those positions which require such a background, some agencies have systematically excluded them from the promotional processes. This picture is gradually changing in some agencies. The Dallas, Texas, and Miami, Florida, police departments have opened promotional examinations to women.¹¹⁰

If systems allow for the promotion of women, then women will be filling supervisory roles. Barbara Price conducted one of the few studies dealing with female police supervisors. She found that female police supervisors exhibited more strength in leadership associated personality traits than did male police supervisors.¹¹¹

Women have most often risen to police supervisory positions through specialized job assignments such as juvenile bureaus. Historically, policewomen have not attained supervisory positions through having performed the patrol function.

Performance

The view of policewomen has changed since the 1960 article, "Women Car Checkers Prove Their Worth," by Naomi Sweet Gray.¹¹² Quoting a police chief, Gray wrote:

Fresno's car checkers (policewomen) take their motors home at night and wear their uniforms to and from work, which makes it impossible for them to fraternize with male officers.¹¹³

The evolution of policewomen has rapidly progressed since 1960. Their role has changed and their numbers have

increased. The question still remains, however, as to the performance effectiveness of policewomen in a fully integrated police role, patrol. Recent literature tends to indicate that policewomen, in general, can perform the patrol function as effectively as policemen. Lewis J. Sherman in "A Psychological View of Women in Policing," offered the following conclusions and recommendations:

Our studies reveal an increasing body of evidence showing that women can perform most police functions as effectively as men, and some functions even more effectively. We are persuaded that widespread hiring of women for police jobs customarily filled by men could produce six sorely-needed benefits:

- (1) Policewomen would precipitate less violence than policemen...
- (2) By doing their jobs with less physical force, policewomen would do much to burnish the public's badly tarnished image of police officers.
- (3) The less violent behavior of policewomen would spill over on policemen...
- (4) Policewomen would be considerably more effective than policemen in settling problems reported by women...
- (5) Hiring of large numbers of police women would be one good way to bring large numbers of Blacks and Chicanos into police work quickly.
- (6) Policewomen would receive more cooperation and assistance from citizens when they request citizen help in dealing with disturbances.¹¹⁴

The recommendation and conclusions of Sherman in 1973 were supported by the finding of the Bloch study, Policewomen on Patrol, Final Report, in 1974.¹¹⁵ Bloch's findings answered three essential questions asked by the public and by police administrators:

First: Is it appropriate, from a performance viewpoint, to hire women for patrol assignments on the same basis as men?

(Answer/Finding): This report indicates that it is.

Second: What advantages or disadvantages arise from hiring women on an equal basis for patrol work?

(Answer/Finding): The principal differences in the

performance of men and women are these:

Women make fewer arrests and gave fewer traffic citations;

Men were more likely to engage in serious unbecoming conduct;

Women were somewhat more likely to be assigned to light duty as the result of injuries, but injuries did not cause them to be absent from work more often than men.

Third: What effect would the use of a substantial number of policewomen have on the nature of police operations?

(Answer/Finding): A department with a substantial number of policewomen may be less aggressive than one with only men.¹¹⁶

Sherman published a follow-up article on policewomen in 1975, "An Evaluation of Policewomen on Patrol in a Suburban Police Department."¹¹⁷ In the article he reviewed the performance of twenty-six policewomen on the St. Louis County Police Department, which had a total of 555 sworn officers. The policewomen performed duty as one-person motor patrol in a suburban environment.¹¹⁸ Sherman found that women could do the job as well as men. His results paralleled the studies of Washington, New York and St. Louis County.¹¹⁹ In his conclusion, the author identified the need to develop effective and valid performance standards, as well as selection criteria, for police organizations. He also pointed out the unresolved problem of specifying both the quality makeup of a good police officer and, "...those situations in which these qualities most clearly emerge."¹²⁰

From the review of the literature, performance standards surfaced as a recurring problem of police departments. A lack of definition of job requirement and valid procedures to measure those requirements was also a problem. The subjectivity of the officer's rater or supervisor also complicates

the issue. The need for performance appraisal systems was consistently emphasized. Objectivity in performance rating was discussed by Milton, "The performance evaluation program should provide adequate guidance to the evaluation so that the meaning of various terms (such as 'judgment' or 'below average') is clear in terms of actual job behavior."¹²¹

To counteract bias and increase objectivity in performance evaluations, Milton suggested the following steps or procedures:

1. Careful Training of Evaluators. Development of skills and techniques for observation.
2. Behavioral Indicators. Establishment of specific criteria or examples of behavior to be observed.
3. Sequential Evaluations. Evaluations by different supervisors to reduce bias.
4. Evaluation of Evaluators. Review of evaluator's ratings to determine competence of individual evaluator.
5. Follow-up Interviews. Constructive feedback to personnel being rated.
6. Grievance Machinery. Procedures for review of individuals who believe they have been unfairly evaluated.¹²²

The San Francisco Police Department evaluated the performance of policewomen on patrol duty in 1972, and discontinued the experimental program, "...after concluding the four women involved could not overcome their 'physical limitation.'"¹²³ According to a 1977 San Francisco Chronicle article, "S.F.'s Women Cops - The Doubts Remain:"

...(L)aw suits charging sexual and racial discrimination forced them to recruit both women and minorities, and a reversal of the edict forbidding patrol duty for women was just a matter of time. Sure enough, the first two women went on street duty in November of 1975, while 27 other female recruits in their class and two of the 41 males were required to return to the academy for additional physical training before being allowed out on the streets.¹²⁴

The reaction of the male officers on the San Francisco Police Department is stated in the newspaper article as, "the fear that haunts the men is that the time is coming when someone will be hurt or killed because of the physical shortcomings of a female officer."¹²⁵

Physical height has been regarded as a major issue bearing on the performance of a police officer. Quoting Eisenberg, Kent and Wall from a Police Foundation study, Police Officer Height and Selected Aspects of Performance, by White and Bloch, "As a result of this belief (height has a bearing on performance), 97 percent of a large sample of the nations' police departments had some minimum height requirement in 1973, with the average minimum requirement being 68 inches."¹²⁶ The minimum height requirement serves to exclude, according to the authors, "...women and persons of certain national origins and races (e.g., persons of Mexican, Puerto Rican, or Oriental ancestry)."¹²⁷ Such an exclusion is not in concert with equal opportunity laws or the issue of demonstrable job-related standards.

Data for the study was obtained from the following police departments: Dallas, Texas; Oakland, California; Nassau County, New York; Des Moines, Iowa; and Dade County, Florida Public Safety Department. The data proved to be insufficient due to the various formats of the different departments. However, White and Bloch made these conclusions:

...(D)ata used in this study relate almost exclusively to males 67 inches and taller....The inadequacy of these data makes it difficult to address directly the

relationship between height and performance of police officers. However, neither the empirical study nor the review of literature discovered any data showing an important difference in the performance of tall and short officers with similar seniority and assignments.¹²⁸

The California Highway Patrol also studied the relationship of size, as well as strength, to job performance and published their results in 1976. After an eleven-month study of twenty-two female officers, the California Highway Patrol concluded that, "As yet, the data are insufficient to affirm or deny the ability of women Traffic Officers to lift and carry accident victims, arrest physically combative persons, or make a high-risk stop."¹²⁹ The data were sufficient, however, to determine the attrition rate in the field for women and men.

The major cost in employing women as TOs (Traffic Officers) is women's higher attrition rate in the field (18.5 percent for women vs. 6.6 percent for men). When field attrition costs are considered, it costs \$1,777 (14.8 percent) more to select, train, and assign a woman officer to the field for an eleven-month period.¹³⁰

The California Highway Patrol concluded, however, that "...it is feasible to employ women as Traffic Officers."¹³⁷ From the California Highway Patrol study and the White and Bloch study of physical requirements, it is readily apparent that additional research is vitally needed to determine if a relationship of physical stature to performance does, in fact, exist.

Conclusions

The evolution of women in policing has been a slow

process. Reflective of the mood of society and community expectations, the historical evolution has progressed from women as prison matrons through specialized assignments for women in juvenile and women's bureaus, and finally, to the increased responsibilities of policewomen assigned to the patrol function. The gradual evolutionary process has had its most significant advancement in the last decade. Those significant advances have been the result of legal developments concerning equal opportunity, affirmative action, and the challenge of the job relatedness of specific requirements of police work. Such specific requirements had previously excluded women, as a group, from selection, assignment and promotion.

Although there is a vast amount of literature on the subject of policewomen, the majority of the literature is but personal accounts of police officers, both male and female. The number of empirical studies comparing the performance of male and female officers is limited. The insufficient number of empirical studies on policewomen performance is reflective of the small percentage of policewomen performing the most integrated and comprehensive police function of all, that of patrol. Future empirical studies are still needed to adequately determine if women can perform all patrol responsibilities as well as men. From the empirical studies which have been accomplished, the results indicate that yes, women can do the job as well as men.

Milton identified the need for police departments to maintain accurate and comprehensive records throughout the

recruitment process in order to clearly identify the problems involving potential women candidates.¹³² Of the female candidates that are selected for police work, Perlstein found that the women had a greater desire for a "helping role" than did the men.¹³³ The Bloch study did not find any personal characteristics of male or female officers, observed during selection, that were strongly related to performance. The selection criteria in the Bloch study was the same for both men and women.¹³⁴ Unlike the Bloch study, the California Highway Patrol found the number of college hours completed by candidates to be most highly correlated with field performance.¹³⁵

The California Highway Patrol was also a forerunner in the development of job-related physical tests during training.¹³⁶ Milton emphasized, however, that training must go beyond techniques for detection and physical apprehension of suspects and include instruction in human relations skills.¹³⁷ These human relations skills will be of particular benefit to officers assigned to the various styles of policing described by Wilson as: Watchman, Legalistic and Service.¹³⁸ Based on the community expectations and demands, police responsibilities and services to the community have taken different forms and approaches.

The community attitudes toward policewomen have generally been receptive. The New York City¹³⁹ and California¹⁴⁰ studies showed that the community's acceptance attitude toward policewomen increases as citizen contact with policewomen

increases. However, Kerber, Andes and Mittler found that the socioeconomic structure of the community will have a direct bearing on the degree of acceptance of policewomen.¹⁴¹

Citizens generally express a concern as to the ability of policewomen to handle physical situations such as fist fights.¹⁴² There is also a perceived challenge to the male dominated police structure created by the presence of policewomen. That challenge involves the masculine ego and the community's image of a male police force. Such challenges create the myths that Talney described as: women need protecting; women take advantage of sex; women do not make good (police) supervisors; and women are not emotionally equipped to handle life and death decisions.¹⁴³

Whether it is the myths that surround policewomen; assignment constraints that have been placed upon the women, or other influencing factors; the promotion of policewomen has been thwarted. The National Advisory Commission on Criminal Justice Standards and Goals in 1973 recognized this problem and endorsed its alleviation.¹⁴⁴

The Washington D.C. Metropolitan Police Department study on the performance of policewomen is perhaps the most comprehensive report to date. As it was the first major empirical study of its kind on policewomen, it affirmed the ability of women as patrol officers. The essential finding of the study was that women can perform the patrol function as well as men.¹⁴⁵ Since the study was released, similar empirical research conclusions have been reached by Sherman

in St. Louis County;¹⁴⁶ New York City;¹⁴⁷ and the California Highway Patrol.¹⁴⁸

Recommendations

From a review of the literature, the following recommendations are offered:

1. Additional Empirical Research: Although comprehensive empirical research has been conducted, the sample size (with the exception of the Bloch study of eighty-six women and eighty-six men) has been relatively small. Additional empirical studies of larger sample size would shed more light on the ability of women to perform the patrol function as well as men. The subjective significance of a single individual within a small sample is greatly increased. That statistical significance affect could be reduced and brought into another, and possibly more realistic, perspective by increasing the sample size.

2. Empirical Studies on Selected Aspects of Performance: The review of the literature indicates a strong concern about the physical ability of policewomen to perform the patrol function. The White and Bloch study on height and its relation to performance found the data to be insufficient.¹⁵⁰ The California Highway Patrol studied the relationship of size, as well as strength, to job performance. Data from this study are also insufficient to affirm or deny the physical ability of policewomen.¹⁵¹ Further study of selected aspects of performance such as height, weight and strength are required.

3. Job Related Physical Tests: The need exists to develop physical tests for police officers that are job related and by their design do not discriminate either sexually or by ethnic origin. An example of a test that may well satisfy the job-related standard is that of the California Highway Patrol Academy,¹⁵² and physical agility in general.

4. Effective and Objective Performance Evaluation Systems: Subjectivity and bias may be eliminated in supervisors' performance ratings of individual officers through job-related behavioral indicators. Performance evaluation systems, as described by Milton, should also include constructive feedback and evaluation of evaluators.¹⁵³ The lack of job-related performance evaluation systems was a recurring concern throughout recent literature.

Recommendations Used in This Study

This study involves a total of 398 subjects and provides additional empirical research on women in the policing function. The aspect of training performance will be the focus of the comparative research. Additionally, the views of male and female security specialists will be presented on the job relatedness of the physical screening test used in the selection process of Security Police candidates.

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CHAPTER III

METHODOLOGY OF STUDY

Overview

This chapter includes two major sections: an expanded discussion of the test group; and the design used to measure the concept of performance. The discussion of the test group follows the same format used in the literature review on policewomen: recruitment, selection, training, assignment, attitude, promotion, and performance.

The section on the design of the study explains the variables, the ex post facto comparison group, how the data will be analyzed and the format for field interview of test group members and co-workers.

The Test Group

Introduction

Strength Figures. As previously stated, 199 women were recruited for the security specialty and 99 eventually were assigned to the field. Strength figures of women in Security Police were obtained from Air Force Military Personnel Center in December 1977, and reflected that there were 1,279 enlisted women, or 3.77 percent of the 33,910 personnel in Security Police.¹ Both the law enforcement and security specialists are included in the enlisted women strength figure. Women have

occupied the law enforcement specialty since 1971.² Additionally, there are 39 female commissioned officers in Security Police. The following table depicts the assignment of men and women within the career field.

Table 3-1. Security Police Strength Figures

Position	Men	Women	Total
Officer	921	39	960
Superintendent	600	-	600
Law Enforcement	9,701	1,189	10,890
Security	21,370	90	21,460
Totals	35,592	1,318	33,910

Source: Information obtained from Chief Master Sergeant Francis Malek, Security Police Enlisted Assignments, Headquarters, Air Force Military Personnel Center, Randolph AFB, Texas, December 1977.

As of February 1, 1978, 75 women were still performing duty as security specialists, a field previously closed to women.

Job Opportunities for Women in the Military

Martin Binkin and Shirley J. Bach of the Brookings Institute, accomplished an in-depth look at military women in their work Women and the Military.⁴ In their 1977 publication they examined the number of enlisted jobs open and closed to women. In discussing the Air Force the authors stated, "Of fifty-seven enlisted occupational fields, all but eleven can

be filled by women."⁵ Included in those eleven fields was security specialist. The authors stated that "combat" reasons were responsible for the fields being closed. Since the time of their publication, the security specialist job has been opened to women on a test basis.

Binkin and Bach compared the open and closed occupational fields, by service in Table 3-2.

Combat Restrictions. The Air Force position on combat and combat-related duties for women was earlier stated as restricting women from combat aircraft and direct involvement into hostilities. Again, it does not preclude women being assigned to job specialties or locations where hostilities might occur.

The Army, according to Binkin and Bach exclude women "...from thirty-one combat skills and from units whose primary mission includes engaging and inflicting casualties or equipment damage on the enemy and that typically operate forward of the brigade rear boundary."⁶ Although forbidden by law to be assigned to combat roles, women in the Army have recently participated in combat maneuvers. Discussing the combat restrictions on women a Sacramento Union article related:

But they can be and are assigned to combat support and combat service roles, including work with medical detachments, supply and transportation units, maintenance groups, signal units and military police.⁷

The Navy is much like the Army in its restrictions on women in combat roles. Women are not allowed to serve aboard combat aircraft or aboard naval vessels other than hospital

Table 3-2. Comparison of Military Enlisted Job Opportunities, by Sex^a

Thousands

Service	Total number of Enlisted Positions	Enlisted Positions For Males Only		"Open" Positions	For Female Participation ^d
		Restricted ^b	Reserved ^c		
Air Force	477.0	31.0	83.0	363.0	48.2
Army	676.0	415.0	206.0	55.0	50.4
Navy	464.0	287.0	153.0	24.0	21.1
Marine Corps	171.0	128.0	34.5	8.5	6.7
Department of Defense					
Total	1,788.0	861.0	476.5	450.5	126.4

Source: Martin Blinkin and Shirley J. Bach, Women and the Military (Washington, D.C.: The Brookings Institute, 1977), p. 104, Table 8-1. Table is based on authors' estimates

Note: Table reorganized reflecting Air Force figures at the top.

a. Totals include "pipeline" personnel (transients, students, and the like).

b. Restricted positions are those that are closed to women because of statutory restrictions or a particular service's interpretation of those restrictions.

c. Reserved positions are those that might otherwise be available to women but are reserved for men for assignment rotation, career development, housing limitations, or other management purposes.

d. Service goals for fiscal 1982, as projected in Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs, "Use of Women in the Military," background study (OASD, Manpower and Reserve Affairs, May 1977; processed). (The figures for the Navy and the Air Force are tentative and subject to revision.)

ships and transports.⁸ The combat restrictions on women in the Marine Corps follows from women not being allowed to serve aboard naval vessels. Since the Marine Corp is primarily an amphibious force, women are not allowed to serve as: "... infantry, field artillery, tank and amphibian tractor crew, and air crew."⁹

From Recruitment to the Field

Recruitment: With the combat-related restrictions waived, the Air Force initially sought to recruit 120 women for the security specialist test program. A total of 185 women were eventually recruited from the civilian community with an additional 14 recruited from other career fields. In total, 199 women comprised the test program. All of the women that entered the test program were volunteers.

Problems that stemmed from recruiting later surfaced during training. Some of the women complained of not having received a clear explanation from their recruiter of the difference between the law enforcement and security specialities. Others believed they would be performing law enforcement duties rather than security. Problems also surfaced concerning the use of deadly force. Complaints were made by some of the women that their recruiter had not told them that deadly force might be required in the performance of their duties.¹⁰ Final selection of the women was made at the recruiting center.

Selection. Selection criteria for the women was the same as for men with the exception of height and weight. Height and

weight standards were not considered mandatory for either the men or women. Weight was based on the age and height, by sex, of the individual.

Additionally, the selectees had to attain a minimum score of 45 in the general category of the Armed Services Vocational Aptitude Battery (ASVAB). The ASVAB is a battery of aptitude tests to appraise an individual's job skills. Selectees were required to have "...virtually no record of convictions for other than minor traffic infractions and must not have served in a correctional facility."¹¹ There could be no record of emotional instability and no mental or physical limitations or speech impediment that would preclude the selectees from bearing arms. Other selection criteria included U.S. citizenship and a valid state vehicle operator's permit.¹²

Selectees were examined by a medical doctor and appraised as to their ability to perform the "X Factor" test. The "X Factor" test is a "physical work capacity" test that requires an individual to be "...able to perform maximum heavy duty over prolonged periods (as demonstrated by a lift of 70 pounds to a height of 6 feet)."¹³ The "X Factor" test has four profiles, X-1 through X-4. The X-1, or 70 pound test, is the most physically demanding of the profiles (see Appendix B). Security specialists are required to pass the X-1 profile. The "X Factor" test was not required of selectees, only an appraisal of their ability based on the different profiles. The "X Factor" test later proved to be a problem for the women

when the test was administered during training.

Training. All selectees attended fifteen weeks of training at Lackland AFB in San Antonio, Texas. The training involved three courses: Basic Military Training for six weeks, Security Specialist Course for five weeks, and Combat Skills/Terrorist Threat Training for four weeks. The later two courses were taught at the USAF Security Police Academy.

Basic Military Training. The course is taught to all recruits entering the USAF and stresses essential military knowledges and skills, the USAF mission, organization and tradition (see Appendix C). The female test group members entered training at different increments and were integrated with the other recruits attending training.

On day two or three of training, depending on scheduling, the recruits received medical examinations and were administered the "X Factor" test. Of the female test group members, 39 could not pass the "X Factor" test. Additionally, another 39 were withdrawn from the test program for various reasons including: mental health problems; physical problems; marginal performers in training; and recruiter error.¹⁴ The remaining 121 test group members entered training in the Security Police Academy.

Security Specialist Course. The course includes instruction on the basic skills necessary for a security specialist. Students are trained in aircraft, missiles and nuclear security procedures (see Appendix D). The test group lost another 15 women who did not complete training.¹⁵ Those that completed

the course were qualified as security specialists but as with all security specialists, received additional training prior to assignment to the field.

Combat Skills/Terrorist Threat Training. Primary emphasis of the course is to prepare security specialists to combat terrorist threats in defense of USAF personnel and resources. Training involves small unit tactics, field communication methods, and weapons. Students train with the M-16 rifle, M-60 machinegun and 40MM grenade launcher. Students are trained in a field environment to provide maximum realism and afford development of combat skills (see Appendix E).

A total of 100 women eventually completed all phases of training. One female was withdrawn from the test group due to medical reasons prior to field assignment. An estimate of the test group cost from recruitment through training is found in Appendix F.

Assignment. Duties at the different bases depend upon the particular mission and resources of the base. Selection of the bases for test locations was made by Headquarters, United States Air Force, Security Police. The bases were selected to provide for a full range of security specialist duties. The test group members were assigned to the following locations:

- 16 to Osan AB, Korea
- 25 to Barksdale AFB, Louisiana
- 26 to Nellis AFB, Nevada
- 32 to Grand Forks AFB, North Dakota

Attitude. Headquarters, United States Air Force, Security

Police, administered an attitudinal survey to the female test members upon graduating from the Security Police Academy. The survey instrument is found at Appendix G.

Field interviews were conducted by this writer with 48 of the test group members and a like number of male co-workers. The interview results are reported in Chapter IV.

Promotion. Test group members were eligible for two promotions during the first year's assignment to the field. The first promotion came after six months time on active duty and the second promotion after another six months. The promotion criteria was the same of all enlisted members of the USAF.

Performance. The individual field performance of the test group members was evaluated by their supervisors and rated on an Airman Performance Report (see Appendix H).

Design of Study

Comparison Study. Women and men will be compared as to their performance from entry on active duty through completion of the Security Police Academy training. The independent test variables will be compared with the performance variables for the women and men who complete training.

Variables.

1. Dependent Variable. Performance
2. Independent Variable. Sex
3. Independent Test Variables. The background variables used in this study are described as follows.

A. Armed Services Vocational Aptitude

Battery (ASVAB). Battery of tests given to recruits to determine aptitude for the following occupational areas:

(1) Mechanical - scores in multiples of 05 ranging from 05 through 95.

(2) Administrative - scores in multiples of 05 ranging from 05 through 95.

(3) General - scores in multiples of 05 ranging from 45 through 95.

(4) Electrical - scores in multiples of 05 ranging from 05 through 95.

B. Air Force Qualifying Test (AFQT).

Test given to potential recruits as a prerequisite to qualify to become an Air Force member. Mental categories are determined based on the following scores:

(1) Cat I - 93-99

(2) Cat II - 65-92

(3) Cat III - 31-64

C. Legal Residence. States were grouped by geographical region to include:

(1) Northeastern

(2) Southeastern

(3) Central

(4) Great Lakes

(5) Western

(6) Other

D. Race. For the purposes of this study,

race includes white, black and other.

E. Religion. Includes Protestant, Catholic and other.

F. Education. Categories include: non-high school graduate; high school graduate, including GED; college but no degree; and college degree and post-college education.

G. Age. Categories include 17 through 20, 21 through 24, and 25 through 27. None of the subjects were 28 years or older upon entering the Air Force.

4. Performance Variables. The following variables will be used as a measure of performance of study members during training.

A. Basic Military Training Disposition. Categories include graduate or eliminee.

B. Security Police Academy Disposition. Categories include graduate or eliminee.

C. Final School Grade. The two-digit numerical grade received by the subjects at the Security Police Academy.

Comparison Group. The Air Force selected 199 women for the test group. In order to compare the performance of the test women against that of men, a computer matched group of 199 males was selected. Of the 199 males, 186 entered the Air Force to be security specialists. The remaining 13 men had entered the Air Force for another career specialty, but data indicate that they were eventually trained as security specialists. The male

comparison group was matched to the test group on Entry on Active Duty (EAD) and having similar characteristics for race, AFQT, education level and age. Computer selection was accomplished by the Human Resources Laboratory, Brooks AFB, Texas in February 1978. Inclusive of the test group, the study involves 398 subjects.

Data Analysis. The numbers of women and men that complete training will be the basis of analysis. The relationship between independent test variables and performance variables will be determined by bivariate analysis and simple correlation. Differences will be reported significant at the .05 level using the statistical standard of chi square unless otherwise stated.

Field Interviews. Interviews were conducted with female test group members and their male co-workers to obtain a more comprehensive appraisal of their viewpoints on the role of women in the security specialty. Topic areas for the interviews were approved by Headquarters, United States Air Force, Security Police, in August 1977.

1. Locations. Interviews were conducted at: Nellis AFB, Nevada, August 1977; Grand Forks AFB, North Dakota, January 1978; and Barksdale AFB, Louisiana, January 1978.

2. Procedures. The interviews were conducted in semi-structured sessions which lasted from ten to forty minutes depending upon the interviewee responsiveness. When interviewees permitted, the sessions were tape recorded. Taping

allowed for the recording of responses and are reported without quotation marks or grammatical correction at the end of each topic area. Subjects' views were categorized as either positive, neutral or negative. Interviewees were informed that only their answers were important and not their identity. At Nellis and Grand Forks AFBs, a female Security Police officer was present during the interviews of both females and males. At Barksdale AFB, various male supervisors were present during the interviewing. Rank and the number of months the female test group members had been on base was the selection criteria for interviewed male co-workers.

Missing Data. Sufficient field performance data was not available for the male group on which to compare the female test group. Height and weight data were also not available.

Questions to be Answered by the Study.

1. What is the affect of the independent test variables upon training performance?
2. Can women perform security specialist training as well as men?
3. What are the views of female and male security specialists toward the role of women in the security specialty?

CHAPTER III FOOTNOTES

¹Information obtained from Chief Master Sergeant Francis Malek, Security Police Enlisted Assignments, Headquarters, Air Force Military Personnel Center, Randolph AFB, Texas, December 1977.

²Information obtained from Senior Master Sergeant Kevin J. Flynn, Personnel Support Branch, Programming Division, Office of Chief of Security Police, Headquarters, United States Air Force, Washington, D.C., February 1978.

³Ibid.

⁴Martin Binkin and Shirley J. Bach, Women and the Military (Washington, D.C.: The Brookings Institution, 1977).

⁵Ibid., p. 23.

⁶Ibid., p. 27.

⁷"Women Tried in Combat," Sacramento Union, August 9, 1977.

⁸Binkin and Bach, p. 24.

⁹Ibid., p. 29.

¹⁰Information extracted from Memorandum For Record, March 7, 1977, furnished this writer by Senior Master Sergeant Kevin J. Flynn, Headquarters, United States Air Force, Security Police.

¹¹Information extracted from Air Force Recruiting Service Pamphlet, Security Specialist, undated.

¹²Ibid.

¹³U.S., Department of the Air Force, Medical Examinations and Medical Standards, Air Force Manual 160-43, Attachment 2, 21 June 1976.

CHAPTER IV

ANALYSIS OF DATA

Introduction

Human Resources Laboratory, Brooks AFB, Texas supplied anonymous data on both the test group and the comparison group. That data was processed through the computers of the California State University, Sacramento, Computer Center.

Data was formatted to comply with the Statistical package for the Social Sciences (SPSS). SPSS is a collection of statistical computer programs written for the analysis of social science data. SPSS allows the researcher to utilize the contemporary methods of computerized data analysis. The purpose of the data analysis on the test group and the comparison group is twofold:

- (1) To discuss the relationship (if any) between the independent test variables and performance variables of the female test group and the male comparison group; and
- (2) To examine similarities and differences between females and males in the security specialty.

Observations will be obtained from crosstabulations of independent test variables with performance variables.

Unless otherwise stated, relationships are considered significant if they attained a statistical level of .05 by chi square testing.

The chapter contains five major divisions of computerized data analysis presented in the following order:

- (1) Crosstabulations of independent test variables against the 199 female test group members and the 199 ex post facto constructed male comparison group.
- (2) Crosstabulations of independent test variables against female and male Basic Military Training (BMT) graduates.
- (3) Crosstabulations of independent test variables against female and male Security Police Academy graduates.
- (4) Analysis of the variance of the independent test variables against the Security Police Academy grade for female and male graduates as a single group.
- (5) Crosstabulations of independent test variables against training graduates and non-graduates by sex.

The final division of the chapter contains field interview results of female test group members and male co-workers. Interview results include:

- (1) Interview responses from ninety-six male and female security specialists.
- (2) Responses obtained at Nellis AFB, Nevada.
- (3) Responses obtained at Grand Forks AFB, North Dakota.

(4) Responses obtained at Barksdale AFB, Louisiana.

Independent Test Variables vs. Test and Comparison Groups

The following tables depict the analyses of independent test variables vs. the female test group and the male comparison group at the time of entry to the Air Force.

A Comparison of Male and Female Scores
on the ASVAB* Mechanical

The crosstabulation of sex against mechanical score on the ASVAB is illustrated in Table 4-1 for the total sample of females and males. The analyses indicate that there was a statistically significant difference in the distribution of scores when comparing males and females.

For the comparison males, 121 of the 199, or 60.6 percent, scored between 55 and 95 as compared to 8, or 4 percent, of the females.

*Armed Services Vocational Aptitude Battery

A Comparison of Male and Female Scores
on the ASVAB* Administrative

As illustrated in Table 4-2, the difference in the distribution of scores for females and males on the administrative portion of the ASVAB was statistically significant. Considering the score range of 55 through 95, 179 females, or 90.0 percent of the test group, fell within the range as compared to 122, or 61.2 percent, of the males.

*Armed Services Vocational Aptitude Battery

TABLE 4-1

A COMPARISON OF MALE AND FEMALE SCORES ON THE ASVAB* MECHANICAL

	5.	10.	15.	20.	25.	30.	35.	40.	45.	50.	
Male	N 1 % .5	0 0	1 .5	3 1.5	8 4.0	7 3.5	22 11.1	15 7.5	9 4.5	12 6.0	
Female	N 10 % 5.0	3 3.0	22 11.1	18 9.0	44 22.1	30 15.1	43 21.6	13 6.5	3 1.5	2 1.0	
Column Total	N 11 % 2.8	6 1.5	23 5.8	21 5.3	52 13.1	37 9.3	65 16.3	28 7.0	12 3.0	14 3.5	
55.	60.	65.	70.	75.	80.	85.	90.	95.	Row Total		
Male	N 13 % 6.5	22 11.1	16 8.0	15 7.5	15 7.5	12 6.0	14 7.0	8 4.0	6 3.0	199 50.0	
Female	N 4 % 2.0	0 0	2 1.0	0 0	0 0	2 1.0	0 0	0 0	0 0	199 50.0	
Column Total	N 17 % 4.3	22 5.5	18 4.5	15 3.8	15 3.8	14 3.5	14 3.5	8 2.0	6 1.5	398 100.0	

Chi Sq - 202.33899 with 18 D.F., Sig. = .001
 *Armed Services Vocational Aptitude Battery

TABLE 4-2
A COMPARISON OF MALE AND FEMALE SCORES ON THE ASVAB* ADMINISTRATIVE

	5.	10.	20.	25.	30.	35.	40.	45.	50.	55.	
Male	N 2 1.0	2 1.0	7 3.5	8 4.0	6 3.0	9 4.5	11 5.5	14 7.0	18 9.0	25 12.6	
Female	N 0 0	0 0	1 .5	1 .5	0 0	2 1.0	1 .5	4 2.0	11 5.5	17 8.5	
Column Total	N 2 .5	2 .5	8 2.0	9 2.3	6 1.5	11 2.8	12 3.0	18 4.5	29 7.3	42 10.6	
	60.	65.	70.	75.	80.	85.	90.	90.	90.	Row Total	
Male	N 23 11.6	11 5.5	14 7.0	15 7.5	12 6.0	13 6.5	6 3.0	3 1.5	199 50.0		
Female	N 19 9.5	23 11.6	26 13.1	20 10.1	23 11.6	21 10.6	19 9.5	11 5.5	199 50.0		
Column Total	N 42 10.6	34 8.5	40 10.1	35 8.8	35 8.8	34 8.5	25 6.3	14 3.5	398 100.0		

Chi Sq = 67.10280 with 17 D.F., Sig. = .0000
*Armed Services Vocational Aptitude Battery

A Comparison of Male and Female Scores
on the ASVAB* General

The crosstabulation of sex vs. general scores on the ASVAB is shown in Table 4-3. Data indicate that the variance between the scores of females and males was not significant.

*Armed Services Vocational Aptitude Battery

A Comparison of Male and Female Scores
on the ASVAB* Electrical

Table 4-4 illustrates that there was a statistical significance in the distribution of scores for females and males on the electrical portion of the ASVAB. Comparison males in the 55 to 95 range numbered 148 as compared to 103 for the females.

*Armed Services Vocational Aptitude Battery

A Comparison of Male and Female Scores
on the AFQT*

Table 4-5 shows the crosstabulation of sex against AFQT mental categories revealed no statistical significance between males and females. The distribution of the two groups of subjects within the AFQT mental categories was identical.

*Air Force Qualifying Test

A Comparison of Males and Females by
Legal Residence

When sex was compared against legal residence by regional areas, as illustrated in Table 4-6, the largest percentage of females and males combined were found to have declared the Northeastern region; 22.6 percent; and the Great Lakes

TABLE 4-3
A COMPARISON OF MALE AND FEMALE SCORES ON THE ASVAB* GENERAL

	45.	50.	55.	60.	65.	70.	75.	80.	85.	90.	95.	Row Total
Male	N 12 % 6.0	N 13 % 6.5	N 18 % 9.0	N 25 % 12.6	N 33 % 16.6	N 30 % 15.1	N 14 % 7.0	N 17 % 8.5	N 15 % 7.5	N 17 % 8.5	N 5 % 2.5	199 50.0
Female	N 12 % 6.0	N 13 % 6.5	N 18 % 9.0	N 25 % 12.6	N 33 % 16.6	N 29 % 14.6	N 15 % 7.5	N 18 % 9.0	N 14 % 7.0	N 16 % 8.0	N 6 % 3.0	199 50.0
Column Total	N 24 % 6.0	N 26 % 6.5	N 36 % 9.0	N 50 % 12.6	N 66 % 16.6	N 59 % 14.8	N 29 % 7.3	N 35 % 8.8	N 29 % 7.3	N 33 % 8.3	N 11 % 2.8	398 100.0

Chi Sq = .23570 with 10 D.F., Sig. = 1.0000
*Armed Services Vocational Aptitude Battery

TABLE 4-4
A COMPARISON OF MALE AND FEMALE SCORES ON THE ASVAB* ELECTRICAL

	10.	15.	20.	25.	30.	35.	40.	45.	50.	55.	
Male	N 0	0	0	3	3	9	13	13	10	19	
	% 0	0	0	1.5	1.5	4.5	6.5	6.5	5.0	9.5	
Female	N 1	1	2	4	18	18	32	6	14	30	
	% .5	.5	1.0	2.0	9.0	9.0	16.1	3.0	7.0	15.1	
Column Total	N 1	1	2	7	21	27	45	19	24	49	
	% .3	.3	.5	1.8	5.3	6.8	11.3	4.8	6.0	12.3	
	60.	65.	70.	75.	80.	85.	90.	95.		Row Total	
Male	N 16	24	24	11	22	8	20	4	199		
	% 8.0	12.1	12.1	5.5	11.1	4.0	10.1	2.0	50.0		
Female	N 21	20	18	8	3	0	2	1	199		
	% 10.6	10.1	9.0	4.0	1.5	0	1.0	.5	50.0		
Column Total	N 37	44	42	19	25	8	22	5	398		
	% 9.3	11.1	10.6	4.8	6.3	2.0	5.5	1.3	100.0		

Chi Sq = 72.93178 with 17 D.F., Sig. = .0000
*Armed Services Vocational Aptitude Battery

TABLE 4-5

A COMPARISON OF MALE AND FEMALE SCORES ON THE AFQT*

		Score			Row Total
		93-99	65-92	31-64	
Male	N	6	86	107	199
	%	3.0	43.2	53.8	50.0
Female	N	6	86	107	199
	%	3.0	43.2	53.8	50.0
Column Total	N	12	172	214	398
	%	3.0	43.2	53.8	100.0

Chi Sq = .00000 with 2 D.F., Sig. = 1.0000

*Air Force Qualifying Test

TABLE 4-6

A COMPARISON OF MALES AND FEMALES BY LEGAL RESIDENCE

		North- Eastern	South- Eastern	Central	Great Lakes	Western	Other	Row Total
Male	N	48	22	46	40	34	9	199
	%	24.1	11.1	23.1	20.1	17.1	4.5	50.0
Female	N	42	39	24	47	32	15	199
	%	21.1	19.6	12.1	23.6	16.1	7.5	50.0
Column Total	N	90	61	70	87	66	24	398
	%	22.6	15.3	17.6	21.9	16.6	6.0	100.0

Chi Sq = 14.17582 with 5 D.F., Sig. = .0145

region with 21.9 percent. The greatest concentration of females was from the Great Lakes region with 47 subjects and 48 of the comparison males were from the Northeastern region.

A Comparison of Males and Females by Race

Females and males were identically distributed on race with 85.9 percent of each sex being White, 10.6 percent Black and the remaining 3.5 percent including all other races. This distribution is shown in Table 4-7.

TABLE 4-7

A COMPARISON OF MALES AND FEMALES BY RACE

		White	Black	Other	Row Total
Male	N	171	21	7	199
	%	85.9	10.6	3.5	50.0
Female	N	171	21	7	199
	%	85.9	10.6	3.5	50.0
Column Total	N	342	42	14	398
	%	85.9	10.6	3.5	100.0

Chi Sq = .00000 with 2 D.F., Sig. = 1.0000

A Comparison of Males and Females by Religion

Table 4-8 depicts that the majority of both females and males declared a Protestant religion; 46.7 percent for the females and 50.3 percent for the males. Catholics comprised 33.2 percent of the females and 29.6 percent of the males.

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AIR FORCE INST OF TECH WRIGHT-PATTERSON AFB OHIO

F/G 5/9

A COMPARATIVE ANALYSIS OF THE RELATIONSHIP BETWEEN SOCIAL BACKG--ETC(U)

1978

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TABLE 4-8

A COMPARISON OF MALES AND FEMALES BY RELIGION

		No Pref- erence	Protes- tants	Catho- lics	Other	Row Total
Male	N	36	100	59	4	199
	%	18.1	50.3	29.6	2.0	50.0
Female	N	32	93	66	8	199
	%	16.1	46.7	33.2	4.0	50.0
Column Total	N	68	193	125	12	398
	%	17.1	48.5	31.4	3.0	100.0

Chi Sq = 2.69936 with 4 D.F., Sig. = .6093

A Comparison Of Males and
Females by Education

Females and males had essentially the same distribution on their educational background. High school graduates including GED, represented 92.0 percent of the total sample. Only one individual, a female, had a college degree.

TABLE 4-9

A COMPARISON OF MALES AND FEMALES BY EDUCATION

		Non HS Grad	HS Grad Includ- ing GED	13-16	16+	Row Total
Male	N	8	184	7	0	199
	%	4.0	92.5	3.5	0	50.0
Female	N	8	182	8	1	199
	%	4.0	91.5	4.0	.5	50.0
Column Total	N	16	366	15	1	398
	%	4.0	92.0	3.8	.3	100.0

Chi Sq = 1.07760 with 3 D.F., Sig. = .7825

A Comparison of Males and Females by Age

The crosstabulation of age against sex is depicted in Table 4-10. The greatest concentration, by age, was found in the 17 through 20 range with 160 males and 158 females. None of the sample members were 28 or older at the time of entry into the Air Force.

TABLE 4-10

A COMPARISON OF MALES AND FEMALES BY AGE

		17-20	21-24	25-27	Row Total
Male	N	160	36	3	199
	%	80.4	18.1	1.5	50.0
Female	N	158	32	9	199
	%	79.4	16.1	4.5	50.0
Column Total	N	318	68	12	398
	%	79.9	17.1	3.0	100.0

Chi Sq = 3.24787 with 2 D.F., Sig. = .1971

Performance Variable: Basic
Military Training Graduation

Table 4-11 summarizes the analyses of independent test variables vs. the performance variable of BMT graduation. The columns for females and males depict where the majority of subjects were distributed by independent test variable. For example, 51.6 percent of the female BMT graduates scored between 30 and 95 on the mechanical portion of the ASVAB as compared to 61.9 percent of the male BMT graduates who scored between 55 and 95.

A Comparison of Basic Military Training
Graduates by Sex

Table 4-12 reflects that 174 females and 173 males graduated from Basic Military Training. The statistical difference between females and males was not significant.

Although 174 females graduated, only 121 entered the Security Police Academy training. The number of males that entered police training was not available. The 53 females that graduated from BMT but did not enter police training were eliminated from the test program due to failing the "X Factor" test and other reasons such as medical problems.

TABLE 4-11

RESULTS OF INDEPENDENT TEST VARIABLES VS. BMT* GRADUATES^a,
SEPARATELY FOR MALE AND FEMALE

	Females (N=174)	Males (N=173)
Mechanical Score ^a	30-95 ^b (51.6%)	55-95 (61.9%)
Administrative Score ^a	55-95 (90.8%)	55-95 (61.3%)
General Score	55-95 (87.8%)	55-95 (86.6%)
Electrical Score ^a	55-95 (49.8%)	55-95 (72.1%)
AFQT Category	31-64 (55.7%)	31-64 (53.8%)
Legal Residence ^a	Northeastern (24.9%) Great Lakes (22.0%)	Northeastern (20.1%) Great Lakes (22.0%) Central (22.0%)
Race	White (84.5%)	White (84.4%)
Religion	Protestant (46.6%)	Protestant (48.6%)
Education	HS Graduate (92.0%)	HS Graduate (93.6%)
Age	17-20 (80.5%)	17-20 (81.5%)

^aDenotes that the independent test variable was found to be statistically significant when compared against the performance variable.

^b4 percent of the females scored between 55 and 95.

*Basic Military Training

TABLE 4-12

A COMPARISON OF BMT* GRADUATES BY SEX

		Elim	Grad	Row Total
Male	N	26	173	199
	%	13.1	86.9	50.0
Female	N	25	174	199
	%	12.6	87.4	50.0
Column Total	N	51	347	398
	%	12.8	87.2	100.0

*Basic Military Training

A Comparison of Basic Military Training Graduates,
Male and Female, by ASVAB* Mechanical Scores

The crosstabulation of BMT graduates against mechanical score on the ASVAB is illustrated in Table 4-13. The analyses indicate that there was a statistical significance.

While 61.9 percent of the male graduates scored between 55 and 95 on the mechanical portion, only 7 females, or 4 percent, scored between 55 and 95.

*Armed Services Vocational Aptitude Battery

TABLE 4-13

A COMPARISON OF BASIC MILITARY TRAINING GRADUATES, MALE AND FEMALE, BY ASVAB* MECHANICAL SCORES

	5.	10.	15.	20.	25.	30.	35.	40.	45.	50.
Male	N 1 % .6	0	1 .6	3 1.7	5 2.9	7 4.0	15 8.7	13 7.5	9 5.2	12 6.9
Female	N 9 % 5.2	6 3.4	19 10.9	14 8.0	36 20.7	27 15.5	41 23.6	11 6.3	2 1.1	2 1.1
Column Total	N 10 % 2.9	6 1.7	20 5.8	17 4.9	41 11.8	34 9.8	56 16.1	24 6.9	11 3.2	14 4.0
	55.	60.	65.	70.	75.	80.	85.	90.	95.	Row Total
Male	N 13 % 7.5	18 10.4	14 8.1	14 8.1	12 6.9	11 6.4	13 7.5	6 3.5	6 3.5	173 49.9
Female	N 4 % 2.3	0	1 .6	0	0	2 1.1	0	0	0	174 50.1
Column Total	N 17 % 4.9	18 5.2	15 4.3	14 4.0	12 3.5	13 3.7	13 3.7	6 1.7	6 1.7	347 100.0

Chi Sq = 186.01768 with 18 D.F., Sig. = .001

*Armed Services Vocational Aptitude Battery

A Comparison of Basic Military Training Graduates, Male and Female, by ASVAB* Administrative Scores

As illustrated in Table 4-14, the difference in the distribution of scores for females and males on the administrative portion of the ASVAB was statistically significant. Considering the score range of 55 through 95, 158 females, or 90.8 percent of the test group, fell within the range as compared to 61.3 percent, or 106, of the male comparison group.

*Armed Services Vocational Aptitude Battery

A Comparison of Basic Military Training Graduates, Male and Female, by ASVAB* General Scores

The crosstabulation of BMT graduates vs. general score on the ASVAB is shown in Table 4-15. Data indicate that the difference in the distribution of scores of females and males was not significant.

*Armed Services Vocational Aptitude Battery

A Comparison of Basic Military Training Graduates, Male and Female, by ASVAB* Electrical Scores

Table 4-16 illustrates that there was a significance in the distribution of scores for females and males on the ASVAB electrical portion. Comparison males in the 55 through 95 range numbered 125 as compared to 87 females.

*Armed Services Vocational Aptitude Battery

TABLE 4-14

A COMPARISON OF BASIC MILITARY TRAINING GRADUATES, MALE AND FEMALE,
BY ASVAB* ADMINISTRATIVE SCORES

	5.	10.	20.	25.	30.	35.	40.	45.	50.	55.	
Male	N 2 1.2	1 .6	6 3.5	8 4.6	5 2.9	8 4.6	7 4.0	13 7.5	17 9.8	21 12.1	
Female	N 0 0	0 0	1 .6	1 .6	0 0	2 1.1	1 .6	3 1.7	8 4.6	15 8.6	
Column Total	N 2 .6	1 .3	7 2.0	9 2.6	5 1.4	10 2.9	8 2.3	16 4.6	25 7.2	36 10.4	
	60.	65.	70.	75.	80.	85.	90.	95.		Row Total	
Male	N 18 10.4	11 6.4	11 6.4	14 8.1	12 6.9	13 7.5	5 2.9	1 .6	173 49.9		
Female	N 18 10.3	21 12.1	21 12.1	17 9.8	21 12.1	20 11.5	15 8.6	10 5.7	174 50.1		
Column Total	N 36 10.4	32 9.2	32 9.2	31 8.9	33 9.5	33 9.5	20 5.8	11 3.2	347 100.0		

Chi Sq = 58.44683 with 17 D.F., Sig. = .0000
 *Armed Services Vocational Aptitude Battery

TABLE 4-15
A COMPARISON OF BASIC MILITARY TRAINING GRADUATES, MALE AND
FEMALE, BY ASVAB* GENERAL SCORES

		45.	50.	55.	60.	65.	70.	75.	80.	85.	90.	95.
Male	N	12	11	15	21	28	26	12	14	13	17	4
	%	6.9	6.4	8.7	12.1	16.2	15.0	6.9	8.1	7.5	9.8	2.3
Female	N	10	11	14	23	29	26	14	14	13	15	5
	%	5.7	6.3	8.0	13.2	16.7	14.9	8.0	8.0	7.5	8.6	2.9
Column	N	22	22	29	44	57	52	26	28	26	32	9
Total	%	6.3	6.3	8.4	12.7	16.4	15.0	7.5	8.1	7.5	9.2	2.6

Chi Sq = .71184 with 10 D.F., Sig. = 1.0000
*Armed Services Vocational Aptitude Battery

TABLE 4-16

A COMPARISON OF BASIC MILITARY TRAINING GRADUATES, MALE AND FEMALE, BY ASVAB* ELECTRICAL SCORES

	10.	15.	20.	25.	30.	35.	40.	45.	50.	55.	
Male	N 0	0	0	3	3	9	12	12	9	17	
	% 0	0	0	1.7	1.7	5.2	6.9	6.9	5.2	9.8	
Female	N 1	1	2	2	17	17	29	6	12	27	
	% .6	.6	1.1	1.1	9.8	9.8	16.7	3.4	6.9	15.5	
Column Total	N 1	1	2	5	20	26	41	18	21	44	
	% .3	.3	.6	1.4	5.8	7.5	11.8	5.2	6.1	12.7	
	60.	65.	70.	75.	80.	85.	90.	95.		Row Total	93
Male	N 12	19	22	8	17	8	19	3	173		
	% 6.9	11.0	12.7	4.6	9.8	4.6	11.0	1.7	49.9		
Female	N 15	18	14	8	2	0	2	1	174		
	% 8.6	10.3	8.0	4.6	1.1	0	1.1	.6	50.1		
Column Total	N 27	37	36	16	19	8	21	4	347		
	% 7.8	10.7	10.4	4.6	5.5	2.3	6.1	1.2	100.0		

Chi Sq = 64.95142 with 17 D.F., Sig. = .0000

*Armed Services Vocational Aptitude Battery

A Comparison of Basic Military Training Graduates,
Male and Female, by AFQT* Scores

Table 4-17 shows the crosstabulation of BMT graduates against AFQT mental categories revealed no statistical significance between the females and males.

*Air Force Qualifying Test

TABLE 4-17

A COMPARISON OF BASIC MILITARY TRAINING GRADUATES,
MALE AND FEMALE, BY AFQT* SCORES

		93-99	65-92	31-64	Row Total
Male	N	5	75	93	173
	%	2.9	43.4	53.8	49.9
Female	N	5	72	97	174
	%	2.9	41.4	55.7	50.1
Column Total	N	10	147	190	347
	%	2.9	42.4	54.8	100.0

Chi Sq = .14255 with 2 D.F., Sig. = .9312

*Air Force Qualifying Test

A Comparison of Basic Military Training Graduates,
Male and Female, by Legal Residence

When BMT graduates were compared against legal residence by regional areas, a statistical significance was shown. For the comparison males, the largest percentage of graduates, 24.9 percent, declared the Northeast as their legal residence. The Great Lakes and Central regions each represented 22.0 percent of the male graduates.

For the female test group, the largest percentage,

24.1 percent, were from the Great Lakes region. The Northeast region, with 20.1 percent, was the next largest regional representation for the female graduates. These results are shown in Table 4-18.

TABLE 4-18
A COMPARISON OF BASIC MILITARY TRAINING GRADUATES,
MALE AND FEMALE, BY LEGAL RESIDENCE

		North- Eastern	South- Eastern	Central	Great Lakes	Western	Other	Row Total
Male	N	43	17	38	38	30	7	173
	%	24.9	9.8	22.0	22.0	17.3	4.0	49.9
Female	N	35	34	22	42	29	12	174
	%	20.1	19.5	12.6	24.1	16.7	6.9	50.1
Column	N	78	51	60	80	59	19	347
Total	%	22.5	14.7	17.3	23.1	17.0	5.5	100.0

Chi Sq = 12.28380 with 5 D.F., Sig. = .0311

A Comparison of Basic Military Training Graduates,
Male and Female, by Race

As shown in Table 4-19, BMT graduates vs. race did not reveal any statistical significance. The greatest percentage of graduates, both female and male, were White.

A Comparison of Basic Military Training Graduates,
Male and Female, by Religion

Table 4-20 depicts that the majority of both female and male graduates declared a Protestant religion; 46.6 percent for the females, and 48.6 percent for the males.

TABLE 4-19

A COMPARISON OF BASIC MILITARY TRAINING GRADUATES,
MALE AND FEMALE, BY RACE

		White	Black	Other	Row Total
Male	N	146	21	6	173
	%	84.4	12.1	3.5	49.9
Female	N	147	20	7	174
	%	84.5	11.5	4.0	50.1
Column Total	N	293	41	13	347
	%	84.4	11.8	3.7	100.0

Chi Sq = .10185 with 2 D.F., Sig. = .9504

TABLE 4-20

A COMPARISON OF BASIC MILITARY TRAINING GRADUATES,
MALE AND FEMALE, BY RELIGION

		No Pre- ference	Protes- tant	Catho- lic	Other	Row Total
Male	N	32	84	53	4	173
	%	18.5	48.6	30.6	2.3	49.9
Female	N	27	81	58	8	174
	%	15.5	46.6	33.3	4.6	50.1
Column Total	N	59	165	111	12	347
	%	17.0	47.6	32.0	3.5	100.0

Chi Sq = 2.03397 with 3 D.F., Sig. = .5654

A Comparison of Basic Military Training Graduates,
Male and Female, by Education

Table 4-21 illustrates that the majority of both female and male BMT graduates were also high school graduates;

92.0 percent for the females and 93.6 percent for the males.
One female BMT graduate was also a college graduate.

TABLE 4-21
A COMPARISON OF BASIC MILITARY TRAINING GRADUATES,
MALE AND FEMALE, BY EDUCATION

		Non HS Grad	HS Grad Includ- ing GED	13-16	16+	Row Total
Male	N	5	162	6	0	173
	%	2.9	93.6	3.5	0	49.9
Female	N	6	160	7	1	174
	%	3.4	92.0	4.0	.6	50.1
Column Total	N	11	322	13	1	347
	%	3.2	92.8	3.7	.3	100.0

Chi Sq = 1.17738 with 3 D.F., Sig. = .7584

A Comparison of Basic Military Training Graduates,
Male and Female, by Age

The crosstabulation of age against BMT graduates is depicted in Table 4-22. The greatest concentration was found in the 17 through 20 range, with 140 females and 141 males.

TABLE 4-22

A COMPARISON OF BASIC MILITARY TRAINING GRADUATES,
MALE AND FEMALE, BY AGE

		17-20	21-24	25-27	Row Total
Male	N	141	30	2	173
	%	81.5	17.3	1.2	49.9
Female	N	140	26	8	174
	%	80.5	14.9	4.6	50.1
Column Total	N	281	56	10	347
	%	81.0	16.1	2.9	100.0

Chi Sq = 3.88642 with 2 D.F., Sig. = .1432

Performance Variable: Police
Academy Graduation

Table 4-23 summarizes the analyses of independent test variables vs. the performance variable of Police Academy graduation. The columns for females and males depict where the majority of the subjects were distributed by independent test variable. For example, 54 percent of the female test group members that graduated from the Police Academy scored between 30 and 95 on the mechanical portion of the ASVAB as compared to 60.3 percent of the comparison male graduates who scored between 55 and 95.

A Comparison of Police Academy Graduates by Sex

One hundred of the female test group members graduated from the Police Academy; 157 of the males graduated, as shown in Table 4-24.

A Comparison of Police Academy Graduates, Male and
Female, by ASVAB* Mechanical Scores

The crosstabulation of Police Academy graduates vs. mechanical score on the ASVAB is illustrated in Table 4-25. The analyses indicate that there was a statistical significance in the difference between men and women.

For the men, 60.3 percent, or 95 subjects, scored between 55 and 95 as compared to 4 women who scored within the same range.

*Armed Services Vocational Aptitude Battery

TABLE 4-23

RESULTS OF INDEPENDENT TEST VARIABLES VS. POLICE ACADEMY GRADUATES, ^a
SEPARATELY FOR MALE AND FEMALE

	Females (N = 100)	Males (N = 157)
Mechanical Score ^a	30-95 ^b (54%)	55-95 (60.3%)
Administrative Score ^a	55-95 (91%)	55-95 (60.5%)
General Score	55-95 (89%)	55-95 (86%)
Electrical Score ^a	55-95 (50.0%)	55-95 (71.5%)
AFQT Category	31-64 (55%)	31-64 (54.1%)
Legal Residence Region	Great Lakes (26.0%) Southeastern (19.0%) Western (19.0%)	Northeastern (25.5%) Great Lakes (22.9%)
Race	White (84.0%)	White (83.4%)
Religion	Protestant (49%)	Protestant (49%)
Education	HS Grad (95.0%)	HS Grad (93.6%)
Age	17-20 (86.0%)	17-20 (82.2%)

^aDenotes that the independent test variable was found to be statistically significant when compared against the performance variable.

^b4 percent of the females scored between 55 and 95.

TABLE 4-24

A COMPARISON OF POLICE ACADEMY GRADUATES BY SEX

	Number
Male Grad.	157
Female Grad.	100
Total	257

A Comparison of Police Academy Graduates, Male and Female, by ASVAB* Administrative Scores

As illustrated in Table 4-26, the difference in the distribution of scores for females and males on the administrative portion of the ASVAB was significant. Considering the score range of 55 to 95, 91 females, or 91 percent of the test group graduates, fell within the range as compared to 60.5 percent, or 95, of the comparison males.

*Armed Services Vocational Aptitude Battery

A Comparison of Police Academy Graduates, Male and Female, by ASVAB* General Scores

The crosstabulation of police academy graduates vs. general score on the ASVAB is shown in Table 4-27. Data indicate that the distribution in the scores was not significant.

*Armed Services Vocational Aptitude Battery

TABLE 4-25
A COMPARISON OF POLICE ACADEMY GRADUATES, MALE AND FEMALE
BY ASVAB* MECHANICAL SCORES

		5.	10.	15.	20.	25.	30.	35.	40.	45.	50.	
Male Grads	N	1	0	1	2	5	7	13	13	8	12	
	%	.6	0	.6	1.3	3.2	4.5	8.3	8.3	5.1	7.6	
Female Grads	N	3	4	11	8	20	16	24	7	1	2	
	%	3.0	4.0	11.0	8.0	20.0	16.0	24.0	7.0	1.0	2.0	
Column Total	N	4	4	12	10	25	23	37	20	9	14	
	%	1.6	1.6	4.7	3.9	9.7	8.9	14.4	7.8	3.5	5.4	
		55.	60.	65.	70.	75.	80.	85.	90.	95.	Row Total	
Male Grads	N	12	17	12	11	12	8	12	5	6	157	
	%	7.6	10.8	7.6	7.0	7.6	5.1	7.6	3.2	3.8	61.1	
Female Grads	N	2	0	1	0	0	1	0	0	0	100	
	%	2.0	0	1.0	0	0	1.0	0	0	0	38.9	
Column Total	N	14	17	13	11	12	9	2	5	6	257	
	%	5.4	6.6	5.1	4.3	4.7	3.5	4.7	1.9	2.3	100.0	

Chi Sq = 125.54107 with 18 D.F., Sig. = .0000

*Armed Services Vocational Aptitude Battery

TABLE 4-26
A COMPARISON OF POLICE ACADEMY GRADUATES, MALE AND FEMALE,
BY ASVAB* ADMINISTRATIVE SCORES

		5.	10.	20.	25.	30.	35.	40.	45.	50.	55.	
Male Grads	N %	2 1.3	1 .6	6 3.8	6 3.8	5 3.2	7 4.5	7 4.5	12 7.6	16 10.2	18 11.5	
Female Grads	N %	0 0	0 0	0 0	1 1.0	0 0	2 2.0	1 1.0	1 1.0	4 4.0	7 7.0	
Column Total	N %	2 .8	1 .4	6 2.3	7 2.7	5 1.9	9 3.5	8 3.1	13 5.1	20 7.8	25 9.7	
		60.	65.	70.	75.	80.	85.	90.	95.		Row Total	
Male Grads	N %	16 10.2	10 6.4	11 7.0	13 8.3	12 7.6	10 6.4	4 2.5	1 .6	1 .6	157 61.1	
Female Grads	N %	10 10.0	15 15.0	8 8.0	11 11.0	9 9.0	16 16.0	9 9.0	6 6.0	6 6.0	100 38.9	
Column Total	N %	26 10.1	25 9.7	19 7.4	24 9.3	21 8.2	26 10.1	13 5.1	7 2.7	7 2.7	257 100.0	

Chi Sq = 46.15808 with 17 D.F., Sig. = .0002

*Armed Services Vocational Aptitude Battery

TABLE 4-27
A COMPARISON OF POLICE ACADEMY GRADUATES, MALE AND FEMALE,
BY ASVAB* GENERAL SCORES

		45.	50.	55.	60.	65.	70.	75.	80.	85.	90.	95.	Row Total
Male Grads.	N	11	11	15	18	26	23	8	13	12	17	3	157
	%	7.0	7.0	9.6	11.5	16.6	14.6	5.1	8.3	7.6	10.8	1.9	61.1
Female Grads.	N	4	7	11	12	17	11	7	10	10	8	3	100
	%	4.0	7.0	11.0	12.0	17.0	11.0	7.0	10.0	10.0	8.0	3.0	38.9
Column Totals	N	5	18	26	30	43	34	15	23	22	25	6	257
	%	5.8	7.0	10.1	11.7	16.7	13.2	5.8	8.9	8.6	9.7	2.3	100.0

Chi Sq = 3.49988 with 10 D.F., Sig. = .9671

*Armed Services Vocational Aptitude Battery

A Comparison of Police Academy Graduates, Male and Female, by ASVAB* Electrical Scores

Table 4-28 illustrates that there was a significance in the distribution of scores for the females and the males. Comparison males in the 55 to 95 range numbered 112, or 71.5 percent, as compared to 50 females, or 50.0 percent.

*Armed Services Vocational Aptitude Battery

A Comparison of Police Academy Graduates, Male and Female, by AFQT* Scores

The crosstabulation of Police Academy graduates against AFQT mental categories as shown in Table 4-29 revealed no statistical significance between the females and the males.

*Air Force Qualifying Test

A Comparison of Police Academy Graduates, Male and Female, by Legal Residence

When Police Academy graduates were compared against legal residence by regional areas, there was not a statistical significance. However, the largest percentage of male graduates, 25.5 percent, were from the Northeast. The Great Lakes region, with 26.0 percent, was the largest representation for the female graduates. The results are depicted in Table 4-30.

TABLE 4-28
A COMPARISON OF POLICE ACADEMY GRADUATES, MALE AND FEMALE,
BY ASVAB* ELECTRICAL SCORES

		20.	25.	30.	35.	40.	45.	50.	55.	60.
Male Grads	N	0	2	3	9	11	11	9	16	11
	%	0	1.3	1.9	5.7	7.0	7.0	5.7	10.2	7.0
Female Grads	N	2	2	9	11	17	1	8	14	10
	%	2.0	2.0	9.0	11.0	17.0	1.0	8.0	14.0	10.0
Column Total	N	2	4	12	20	28	12	17	30	21
	%	.8	1.6	4.7	7.8	10.9	4.7	6.6	11.7	8.2
		65.		70.	75.	80.	85.	90.	95.	Row Total
Male Grads	N	18	18	18	7	15	8	16	3	157
	%	11.5	11.5	11.5	4.5	9.6	5.1	10.2	1.9	61.1
Female Grads	N	13	9	9	2	0	0	2	0	100
	%	13.0	9.0	9.0	2.0	0	0	2.0	0	38.9
Column Total	N	31	27	27	9	15	8	18	3	257
	%	12.1	10.5	10.5	3.5	5.8	3.1	7.0	1.2	100.0

Chi Sq = 48.26406 with 15 D.F., Sig. = .0000
*Armed Services Vocational Aptitude Battery

TABLE 4-29

A COMPARISON OF POLICE ACADEMY GRADUATES,
MALE AND FEMALE, BY AFQT* SCORES

		93-99	65-92	31-64	Row Total
Male Grads	N	4	68	85	157
	%	2.5	43.3	54.1	61.1
Female Grads	N	2	43	55	100
	%	2.0	43.0	55.0	38.9
Column Total	N	6	111	140	257
	%	2.3	43.2	54.5	100.0

Chi Sq = .08818 with 2 D.F., Sig. = .9569

*Air Force Qualifying Test

TABLE 4-30

A COMPARISON OF POLICE ACADEMY GRADUATES,
MALE AND FEMALE, BY LEGAL RESIDENCE

		North- Eastern	South- Eastern	Central	Great Lakes	Western	Other	Row Total
Male Grads	N	40	15	31	36	28	7	157
	%	25.5	9.6	19.7	22.9	17.8	4.5	61.1
Female Grads	N	16	18	14	26	18	8	100
	%	16.0	18.0	14.0	26.0	18.0	8.0	38.9
Column Total	N	56	33	45	62	46	15	257
	%	21.8	12.8	17.5	24.1	17.9	5.8	100.0

Chi Sq = 8.61595 with 5 D.F., Sig. = .1254

A Comparison of Police Academy Graduates,
Male and Female, by Race

Police Academy graduates vs. race did not reveal any statistical significance. The greatest percentage of graduates, both male and female, were White. The results are depicted in Table 4-31.

TABLE 4-31

A COMPARISON OF POLICE ACADEMY GRADUATES,
MALE AND FEMALE, BY RACE

		White	Black	Other	Row Total
Male	N	131	20	6	157
Grads	%	83.4	12.7	3.8	61.1
Female	N	84	11	5	100
Grads	%	84.0	11.0	5.0	38.9
Column	N	215	31	11	257
Total	%	83.7	12.1	4.3	100.0

Chi Sq = .35360 with 2 D.F., Sig. = .8379

A Comparison of Police Academy Graduates,
Male and Female, by Religion

Table 4-32 depicts that the majority of both female and male graduates declared a Protestant religion; 49.0 percent for the females and 49.0 percent for the males.

A Comparison of Police Academy Graduates,
Male and Female, by Education

Table 4-33 depicts that the majority of both female and male Police Academy graduates were also high school graduates; 95.0 percent for the females and 93.6 percent for the males.

TABLE 4-32

A COMPARISON OF POLICE ACADEMY GRADUATES,
MALE AND FEMALE, BY RELIGION

		No Pre- ference	Protes- tant	Catho- lic	Other		Row Total
Male	N	31	77	46	3	0	157
Grads	%	19.7	49.0	29.3	1.9	0	61.1
Female	N	15	49	32	3	1	100
Grads	%	15.0	49.0	32.0	3.0	1.0	38.9
Column	N	46	126	78	6	1	257
Total	%	17.9	49.0	30.4	2.3	.4	100.0

Chi Sq = 2.79576 with 4 D.F., Sig. = .5926

TABLE 4-33

A COMPARISON OF POLICE ACADEMY GRADUATES,
MALE AND FEMALE, BY EDUCATION

		Non HS Grad	HS Grad Includ- ing GED	13-16	Row Total
Male	N	4	147	6	157
Grads	%	2.5	93.6	3.8	61.1
Female	N	2	95	3	100
Grads	%	2.0	95.0	3.0	38.9
Column	N	6	242	9	257
Total	%	2.3	94.2	3.5	100.0

Chi Sq = .20845 with 2 D.F., Sig. = .9010

A Comparison of Police Academy Graduates,
Male and Female, by Age

The crosstabulation of age against Police Academy graduates is depicted in Table 4-34. The greatest concentration by age was found in the 17 through 20 age group, with 86 females and 129 males.

TABLE 4-34

A COMPARISON OF POLICE ACADEMY GRADUATES,
MALE AND FEMALE, BY AGE

		17-20	21-24	25-27	Row Total
Male	N	129	26	2	157
Grads	%	82.2	16.6	1.3	61.1
Female	N	86	10	4	100
Grads	%	86.0	10.0	4.0	38.9
Column	N	215	36	6	257
Total	%	83.7	14.0	2.3	100.0

Chi Sq = 3.92903 with 2 D.F., Sig. = .1402

Performance Variable: Police
Academy Grade

Only 85 grades of the 157 male Police Academy graduates were available. All 100 grades of the female test group graduates were available. The mean for the male graduates' grade was 85.3529 compared against a mean of 83.6300 for the female graduates.

Due to the 72 grades that were not available for the males, sex was disregarded when grouping the 185 grades that were then compared against the independent test variables. The following table illustrates the highest and lowest mean grades when considering the independent test variable categories. For example, those subjects, both male and female, who graduated from the Police Academy and who had scored 75, as opposed to any other score, on the mechanical portion of the ASVAB, obtained the highest mean, 88.6667, on the final Police Academy grade; those subjects who scored 25, as opposed to any other score, on the ASVAB mechanical portion, had the lowest mean, 81.0952.

The analysis of variance was considered significant if the .05 F-Probability level was attained. F-Test is a ratio of the between group variance to within group variance. Further analysis was accomplished using the Tukey-HSD procedure which determines the honestly significant difference between two means by yielding a critical value, which is a measure of mean difference relative to the within group variance.

TABLE 4-35

RESULTS OF INDEPENDENT TEST VARIABLES VS. POLICE ACADEMY MEAN GRADE,^a
SEPARATELY FOR HIGHEST AND LOWEST MEAN

Independent Test Variable	Highest Academy Mean Grade	Test Variable Score or Category	Lowest Academy Mean Grade	Test Variable Score or Category
Mechanical Score ^a	88.6667	75	81.0952	25
Administrative Score	86.2222	60	80.5000	45
General Score ^a	89.6000	95	82.1579	55
Electrical Score ^a	89.4000	85	80.7500	35
AFQT ^a	89.7500	93-99	83.0686	31-64
Legal Residence	86.2667	Central	83.1667	Other
Race	84.7372	White	82.4211	Black
Religion	85.0000	No Preference	81.4000	Other
Education ^a	89.8333	College (13-16yrs)	84.1989	HS Grad
Age	86.6000	25-27	84.2564	17-20

^a Denotes that the independent test variable was found to be statistically significant when compared against the performance variable.

A Comparison of Police Academy
Mean Grade by Sex

Table 4-36 reflects that male academy graduates had a higher mean grade than did the female test group members. However, 72 grades were not available for the male graduates. All 100 grades were available for the females.

TABLE 4-36

A COMPARISON OF POLICE ACADEMY
MEAN GRADE BY SEX

	Male Grads	Female Grads
No. of Cases	85	100
Mean	85.3529	83.6300

A Comparison of Police Academy Mean Grade
by ASVAB* Mechanical Scores

Table 4-37 depicts that a significance was found to exist in the academy grade as compared to the mechanical score on the ASVAB. Disregarding sex, the subjects that scored 75 on the mechanical portion had the highest academy mean grade, 85.6667.

*Armed Services Vocational Aptitude Battery

TABLE 4-37
A COMPARISON OF POLICE ACADEMY MEAN GRADE BY ASVAB* MECHANICAL SCORES

Source	D.F.	Analysis of Variance				F Ratio	F Prob
		Sum of Sq.	Mean Sq.				
Between Groups	18	937.835	52.102		2.085	.008	
Within Groups	166	4147.279	24.984				
Total	184	5085.114					
Tukey-HSD Procedure							
Ranges for the .050 Level							
5.05	5.05	5.05	5.05	5.05	5.05	5.05	
5.05	5.05	5.05	5.05	5.05	5.05		
Mech Score	25	10	20	85	35	30	
Acad. Mean	81.0952	81.7500	81.8889	82.1429	83.0345	83.3000	
Mech Score	15	60	50	95	55	80	
Acad. Mean	84.2727	84.6250	84.8889	86.2500	86.4000	86.6000	
Mech Score	5	45	40	65	90	70	
Acad. Mean	86.6667	86.7143	87.1250	87.2500	87.5000	87.6667	
Mech Score	75						
Acad. Mean	88.6667						

***Armed Services Vocational Aptitude Battery**

A Comparison of Police Academy Mean Grade
by ASVAB* Administrative Scores

As shown in Table 4-38, no significance was found to exist within the distribution of academy grades when compared against scores on the administrative portion of the ASVAB.

*Armed Services Vocational Aptitude Battery

A Comparison of Police Academy Mean Grade
by ASVAB* General Scores

As shown in Table 4-39, when academy grades were compared against general scores on the ASVAB, a significance was found. Subjects who scored 80, 85 and 95 on the ASVAB general portion had a higher mean academy grade, 88, than did subjects with a lower general score of 55, 60, 75 and 45, and who had an academy mean grade of 82.

It is significant to note that subjects with a general score of 90 had a lower academy mean grade than did subjects who scored 80, 85, or 95 on the general portion.

*Armed Services Vocational Aptitude Battery

A Comparison of Police Academy Mean Grade
by ASVAB* Electrical Scores

As shown in Table 4-40, ASVAB electrical score was significant when considering academy mean grade. Subjects who scored 95 on the electrical portion had a lower mean academy grade, 84.500, than did subjects with a lower electrical score of 60, 70, 75, 55, 80, 45, 65, 90, or 85.

*Armed Services Vocational Aptitude Battery

TABLE 4-38
A COMPARISON OF POLICE ACADEMY MEAN GRADE BY ASVAB* ADMINISTRATIVE SCORES

Source	D.F.	Analysis of Variance			F Ratio	F Prob
		Sum of Sq.	Mean Sq.			
Between Groups	17	371.317	21.842		.774	.721
Within Groups	167	4713.797	28.226			
Total	184	5085.114				
Tukey-HSD Procedure						
Ranges for the .050 Level						
5.01	5.01	5.01	5.01	5.01	5.01	5.01
5.01	5.01	5.01	5.01	5.01	5.01	5.01
Admin Score	45	40	35	95	65	25
Acad. Mean	80.5000	82.0000	82.6667	83.0000	83.5263	83.7500
Admin Score	20	50	75	90	55	80
Acad. Mean	84.0000	84.0000	84.0000	84.0909	84.8889	85.2500
Admin Score	70	30	85	60		
Acad. Mean	85.4286	85.5000	85.5000	86.2222		

*Armed Services Vocational Aptitude Battery

TABLE 4-39
A COMPARISON OF POLICE ACADEMY MEAN GRADE BY ASVAB* GENERAL SCORES

Analysis of Variance						
Source	D.F.	Sum of Sq.	Mean Sq.	F Ratio	F Prob	
Between Groups	10	908.591	90.859	3.785	.000	
Within Groups	174	4176.522	24.003			
Total	184	5085.114				
Tukey-HSD Procedure						
Ranges for the .050 Level						
4.61	4.61	4.61	4.61	4.61	4.61	117
Gen Score	55	60	75	45	65	70
Acad. Mean	82.1579	82.7000	82.7000	82.7778	83.1250	83.7778
Gen Score	50	90	80	85	95	
Acad. Mean	83.9167	86.0000	88.2500	88.2857	89.6000	

*Armed Services Vocational Aptitude Battery

TABLE 4-40
A COMPARISON OF POLICE ACADEMY MEAN GRADE BY ASVAB* ELECTRICAL SCORES

Analysis of Variance					
Source	D.F.	Sum of Sq.	Mean Sq.	F Ratio	F Prob
Between Groups	15	773.616	51.574	2.022	.016
Within Groups	169	4311.498	25.512		
Total	184	5085.114			
Tukey-HSD Procedure					
Ranges for the .050 Level					
4.91	4.91	4.91	4.91	4.91	4.91
4.91	4.91	4.91	4.91	4.91	4.91
Elec Score	35	50	25	30	40
Acad. Mean	80.7500	81.0769	81.2500	82.5000	84.0000
Elec Score	95	60	70	75	80
Acad. Mean	84.5000	84.7500	84.8571	85.0000	85.0833
Elec Score	45	65	90	85	85
Acad. Mean	85.7143	85.8696	87.9000	89.4000	

*Armed Services Vocational Aptitude Battery

A Comparison of Police Academy Mean
Grade by AFQT* Scores

AFQT score as depicted in Table 4-41 was significant when considering academy grade. The distribution in mean grades for individuals who scored with 65-92 or 93-99 on the AFQT was not significant. The significance is reflected in the variance of means between the subjects who scored 31-64 on the AFQT and those that scored either 65-92 or 93-99.

*Air Force Qualifying Test

TABLE 4-41

A COMPARISON OF POLICE ACADEMY MEAN
GRADE BY AFQT* SCORES

Analysis of Variance					
Source	D.F.	Sum of Sq.	Mean Sq.	F Ratio	F Prob
Between Groups	2	472.654	236.327	9.325	.000
Within Groups	182	4612.459	25.343		
Total	184	5085.114			

Tukey-HSD Procedure
Ranges for the .050 Level
3.35 3.35

Subset 1		
Score	(31-64)	
Mean	83.0686	
Subset 2		
Score	(65-92)	(93-99)
Mean	85.8987	89.7500

*Air Force Qualifying Test

A Comparison of Police Academy Mean
Grade by Legal Residence

As shown in Table 4-42, no significance was found in mean academy grade vs. legal residence.

TABLE 4-42

A COMPARISON OF POLICE ACADEMY MEAN
GRADE BY LEGAL RESIDENCE

Analysis of Variance						
Source	D.F.	Sum of Sq.	Mean Sq.	F Ratio	F Prob	
Between Groups	5	152.782	30.556	1.109	.357	
Within Groups	179	4932.331	27.555			
Total	184	5085.114				
Tukey-HSD Procedure						
Ranges for the .050 Level						
	4.08	4.08	4.08	4.08	4.08	
Region	Other	West- ern	Great Lakes	South- Eastern	North- Eastern	Central
Acad Mean	83.1667	83.5000	84.0652	84.4074	84.5250	86.2667

A Comparison of Police Academy Mean Grade by Race

As shown in Table 4-43, academy grade vs. race did not reflect statistical significance. Subjects declaring "Other" as race had a higher mean grade than Blacks and a lower mean than Whites.

TABLE 4-43

A COMPARISON OF POLICE ACADEMY MEAN GRADE BY RACE

Analysis of Variance					
Source	D.F.	Sum of Sq.	Mean Sq.	F Ratio	F Prob
Between Groups	2	104.158	52.079	1.903	.152
Within Groups	182	4980.956	27.368		
Total	184	5085.114			
Tukey-HSD Procedure					
Ranges for the .050 Level					
	3.35	3.35			
Race	(Black)	(Other)	(White)		
Acad. Mean	82.4211	83.3000	84.7372		

A Comparison of Police Academy Mean
Grade by Religion

Table 4-44 illustrates that no significance was found when considering religion and academy grade. The mean for Protestants and Catholics fell between the low mean for "Other" of 81.4000 and the high mean for No-Preference of 85.0000.

A Comparison of Police Academy Mean
Grade by Education

As shown in Table 4-45, academy grade vs. education established a significance. Subset 1 depicts no significant difference between mean grades of high school graduates and no-high school graduates. Subset 2 depicts no significant difference between non-high school graduates and college years.

TABLE 4-44

A COMPARISON OF POLICE ACADEMY MEAN GRADE BY RELIGION

Analysis of Variance					
Source	D.F.	Sum of Sq.	Mean Sq.	F Ratio	F Prob
Between Groups	3	67.294	22.431	.805	.493
Within Groups	180	5017.641	27.876		
Total	183	5084.935			
Tukey-HSD Procedure					
Ranges for the .050 Level					
	3.67	3.67	3.67		
Religion	(Other)	(Protestants)	(Catholics)	(No Pref.)	
Acad. Mean	81.4000	84.1667	84.7097	85.0000	

TABLE 4-45

A COMPARISON OF POLICE ACADEMY MEAN GRADE BY EDUCATION

Analysis of Variance					
Source	D.F.	Sum of Sq.	Mean Sq.	F Ratio	F Prob
Between Groups	2	199.574	99.787	3.717	.026
Within Groups	182	4885.540	26.844		
Total	184	5085.114			
Tukey-HSD Procedure					
Ranges for the .050 Level					
	3.35	3.35			
Subset 1	Educ	(HS Grad)	(Non HS Grad)		
	Acad. Mean	84.1989	86.6667		
Subset 2	Educ	(Non HS Grad)	(College 13-16)		
	Acad. Mean	86.6667	89.8333		

The significance is found in the variance between high school graduates with a mean of 84.1989 and college years with a mean of 89.8333.

A Comparison of Police Academy
Mean Grade by Age

Table 4-46 illustrates the distribution of mean grades was not significant when considering age. The age group, 21-24, fell between the age group 17-20 with a low mean of 84.2564 and the 25-27 age group with the high mean of 86.6000.

TABLE 4-46

A COMPARISON OF POLICE ACADEMY MEAN GRADE BY AGE

Analysis of Variance					
Source	D.F.	Sum of Sq.	Mean Sq.	F Ratio	F Prob
Between Groups	2	37.212	18.606	.671	.513
Within Groups	182	5047.902	27.736		
Total	184	5085.114			
Tukey-HSD Procedure					
Ranges for the .050 Level					
	3.35	3.35			
Age	(17-20)		(21-24)		(25-27)
Acad. Mean	84.2564		85.0417		86.6000

Independent Test Variables vs.
Graduates and Non-Graduates

Table 4-47 summarizes the analyses of independent test variables vs. training graduates and non-graduates. Graduates include only those subjects that graduated from both BMT and the Police Academy.

Non-graduates include those subjects that did not graduate from either BMT or the Police Academy. For example, a subject that graduated from BMT but failed to graduate from the Police Academy is categorized as a non-graduate. Non-graduates also include those subjects that failed to graduate from BMT and never attended the Police Academy.

The columns for females and males illustrate the scores and categories of independent test variables for the largest percentage of graduates and non-graduates. As an example, the Great Lakes region had the largest single percentage, 26.0, of female training graduates while the Northeastern region had the single largest percentage of non-graduates with 26.3 percent. The Northeastern region had the single largest percentage, 25.5, of male training graduates while the Central region had the single largest percentage of non-graduates with 35.7 percent.

TABLE 4-47

RESULTS OF INDEPENDENT TEST VARIABLES VS. GRADUATES AND NON-GRADUATES, ^a
SEPERATELY FOR MALE AND FEMALE

	Females		Males	
	Grad (N=100)	Non-Grad (N=99)	Grad (N=157)	Non-Grad (N=42)
Mechanical Score ^a		30-95 ^b		55-95
	(54%)	(45.5%)	(60.3%)	(61.8%)
Administrative Score ^a		55-95		55-95
	(91%)	(89.0%)	(60.5%)	(64.4%)
General Score		55-95		55-95
	(89%)	(85.8%)	(86.0%)	(92.8%)
Electrical Score ^a		55-95		55-95
	(50.0%)	(53.4%)	(71.5%)	(85.6%)
AFQT Category		31-64		31-64
	(55%)	(52.5%)	(54.1%)	(52.4%)
Legal Residence Region ^a		Great Lakes	Northeastern	Central
	(26.0%)	(26.3%)	(25.5%)	(35.7%)
Race		White		White
	(84.0%)	(87.9%)	(83.4%)	(95.2%)
Religion		Protestant		Protestant
	(49.0%)	(44.4%)	(49.0%)	(54.8%)
Education		HS Grad		HS Grad
	(95.0%)	(87.9%)	(93.6%)	(88.1%)
Age		17-20		17-20
	(86.0%)	(72.7%)	(82.2%)	(73.8%)

^aDenotes that the independent test variable was found to be statistically significant when compared against the performance variable.^bFemale graduates and non-graduates each represented 4 percent of the scores between 55 & 95.

TABLE 4-48

GRADUATES AND NON-GRADUATES, MALE
AND FEMALE - NUMBER

	Number
M. Non Grad	42
M. Grad	157
F. Grad	100
F. Non Grad	99
Total	398

A Comparison of Graduates and Non-Graduates, Male
and Female, by ASVAB* Mechanical Scores

The crosstabulation, as shown in Table 4-49, of graduates and non-graduates vs. mechanical score on the ASVAB proved to be statistically significant. For the female graduates and non-graduates, 4 percent of each scored in the 55 to 95 range on the mechanical portion.

For the comparison males, 60.3 percent of the graduates and 61.8 percent of the non-graduates scored in the 55 to 95 range.

*Armed Services Vocational Aptitude Battery

TABLE 4-49

A COMPARISON OF GRADUATES AND NON-GRADUATES, MALE
AND FEMALE, BY ASVAB* MECHANICAL SCORES

		5.	10.	15.	20.	25.	30.	35.	40.	45.	50.
M. Non	N	0	0	0	1	3	0	9	2	1	0
Grad	%	0	0	0	2.4	7.1	0	21.4	4.8	2.4	0
M. Grad	N	1	0	1	2	5	7	13	13	8	12
	%	.6	0	.6	1.3	3.2	4.5	8.3	8.3	5.1	7.6
F. Grad	N	3	4	11	8	20	16	24	7	1	2
	%	3.0	4.0	11.0	8.0	20.0	16.0	24.0	7.0	1.0	2.0
F. Non	N	7	2	11	10	24	14	19	6	2	0
Grad	%	7.1	2.0	11.1	10.1	24.2	14.1	19.2	6.1	2.0	0
Column	N	11	6	23	21	52	37	65	28	12	14
Total	%	2.8	1.5	5.8	5.3	13.1	9.3	16.3	7.0	3.0	3.5
		55.	60.	65.	70.	75.	80.	85.	90.	95.	Row Total
M. Non	N	1	5	4	4	3	4	2	3	0	42
Grad	%	2.4	11.9	9.5	9.5	7.1	9.5	4.8	7.1	0	10.6
M. Grad	N	12	17	12	11	12	8	12	5	6	157
	%	7.6	10.8	7.6	7.0	7.6	5.1	7.6	3.2	3.8	39.4
F. Grad	N	2	0	1	0	0	1	0	0	0	100
	%	2.0	0	1.0	0	0	1.0	0	0	0	25.1
F. Non	N	2	0	1	0	0	1	0	0	0	99
Grad	%	2.0	0	1.0	0	0	1.0	0	0	0	24.5
Column	N	17	22	18	15	15	14	14	8	6	398
Total	%	4.3	5.5	4.5	3.8	3.8	3.5	3.5	2.0	1.5	100.0

Chi Sq = 232.54342 with 54 D.F., Sig. = .0000
*Armed Services Vocational Aptitude Battery

A Comparison of Graduates and Non-Graduates, Male
and Female, by ASVAB* Administrative Scores

As illustrated in Table 4-50, the difference in the distribution of scores for graduates and non-graduates, by sex, was statistically significant. For the female test group, 91.0 percent of the graduates and 89.0 percent of the non-graduates scored between 55 and 95.

For the comparison males, 60.5 percent of the graduates and 64.4 percent of the non-graduates scored between 55 and 95.

*Armed Services Vocational Aptitude Battery

A Comparison of Graduates and Non-Graduates, Male
and Female, by ASVAB* General Scores

The crosstabulation of graduates and non-graduates vs. general score is shown in Table 4-51. Data depicts that the distribution of scores between graduates and non-graduates, by sex, was not significant.

*Armed Services Vocational Aptitude Battery

A Comparison of Graduates and Non-Graduates, Male
and Female, by ASVAB* Electrical Scores

Table 4-52 illustrates that there was a significance in the distribution of scores for graduates and non-graduates by sex. For the female test group, 50.0 percent of the graduates and 53.4 percent of the non-graduates scored between 55 and 95.

For the comparison males, 71.5 percent of the graduates and 85.6 percent of the non-graduates scored between 55 and 95.

*Armed Services Vocational Aptitude Battery

TABLE 4-50

A COMPARISON OF GRADUATES AND NON-GRADUATES, MALE
AND FEMALE, BY ASVAB* ADMINISTRATIVE SCORES

		5.	10.	20.	25.	30.	35.	40.	45.	50.	55.
M. Non	N	0	1	1	2	1	2	4	2	2	7
Grad	%	0	2.4	2.4	4.8	2.4	4.8	9.5	4.8	4.8	16.7
M. Grad	N	2	1	6	6	5	7	7	12	16	18
	%	1.3	.6	3.8	3.8	3.2	4.5	4.5	7.6	10.2	11.5
F. Grad	N	0	0	0	1	0	2	1	1	4	7
	%	0	0	0	1.0	0	2.0	1.0	1.0	4.0	7.0
F. Non	N	0	0	1	0	0	0	0	3	7	10
Grad	%	0	0	1.0	0	0	0	0	3.0	7.1	10.1
Column	N	2	2	8	9	6	11	12	18	29	42
Total	%	.5	.5	2.0	2.3	1.5	2.8	3.0	4.5	7.3	10.6
		60.	65.	70.	75.	80.	85.	90.	95.	Row Total	
M. Non	N	7	1	3	2	0	3	2	2	42	
Grad	%	16.7	2.4	7.1	4.8	0	7.1	4.8	4.8	10.6	
M. Grad	N	16	10	11	13	12	10	4	1	157	
	%	10.2	6.4	7.0	8.3	7.6	6.4	2.5	.6	39.4	
F. Grad	N	10	15	8	11	9	16	9	6	100	
	%	10.0	15.0	8.0	11.0	9.0	16.0	9.0	6.0	25.1	
F. Non	N	9	8	18	9	14	5	10	5	99	
Grad	%	9.1	8.1	18.2	9.1	14.1	5.1	10.1	5.1	24.9	
Column	N	42	34	40	35	35	34	25	14	398	
Total	%	10.6	8.5	10.1	8.8	8.8	8.5	6.3	3.5	100.0	

Chi Sq = 102.68166 with 51 D.F., Sig. = .0000

*Armed Services Vocational Aptitude Battery

TABLE 4-51

A COMPARISON OF GRADUATES AND NON-GRADUATES, MALE
AND FEMALE, BY ASVAB* GENERAL SCORES

		45.	50.	55.	60.	65.	70.
M. Non	N	1	2	3	7	7	7
Grad	%	2.4	4.8	7.1	16.7	16.7	16.7
M. Grad	N	11	11	15	18	26	23
	%	7.0	7.0	9.6	11.5	16.6	14.6
F. Grad	N	4	7	11	12	17	11
	%	4.0	7.0	11.0	12.0	17.0	11.0
F. Non	N	8	6	7	13	16	18
Grad	%	8.1	6.1	7.1	13.1	16.2	18.2
Column	N	24	26	36	50	66	59
Total	%	6.0	6.5	9.0	12.6	16.6	14.8
		75.	80.	85.	90.	95.	Row Total
M. Non	N	6	4	3	0	2	42
Grad	%	14.3	9.5	7.1	0	4.8	10.6
M. Grad	N	8	13	12	17	3	157
	%	5.1	8.3	7.6	10.8	1.9	39.4
F. Grad	N	7	10	10	8	3	100
	%	7.0	10.0	10.0	8.0	3.0	25.1
F. Non	N	8	8	4	8	3	99
Grad	%	8.1	8.1	4.0	8.1	3.0	24.9
Column	N	29	35	29	33	11	398
Total	%	7.3	8.8	7.3	8.3	2.8	100.0

Chi Sq = 19.06190 with 30 D.F., Sig. = .9387

*Armed Services Vocational Aptitude Battery

TABLE 4-52

A COMPARISON OF GRADUATES AND NON-GRADUATES, MALE
AND FEMALE, BY ASVAB* ELECTRICAL SCORES

		10.	15.	20.	25.	30.	35.	40.	45.	50.	55.
M. Non	N	0	0	0	1	0	0	2	2	1	3
Grad	%	0	0	0	2.4	0	0	4.8	4.8	2.4	7.1
M. Grad	N	0	0	0	2	3	9	11	11	9	16
	%	0	0	0	1.3	1.9	5.7	7.0	7.0	5.7	10.2
F. Grad	N	0	0	2	2	9	11	17	1	8	14
	%	0	0	2.0	2.0	9.0	11.0	17.0	1.0	8.0	14.0
F. Non	N	1	1	0	2	9	7	15	5	6	16
Grad	%	1.0	1.0	0	2.0	9.1	7.1	15.2	5.1	6.1	16.2
Column	N	1	1	2	7	21	27	45	19	24	49
Total	%	.3	.3	.5	1.8	5.3	6.8	11.3	4.8	6.0	12.3
		60.	65.	70.	75.	80.	85.	90.	95.	Row Total	
M. Non	N	5	6	6	4	7	0	4	1	42	
Grad	%	11.9	14.3	14.3	9.5	16.7	0	9.5	2.4	10.6	
M. Grad	N	11	18	18	7	15	8	16	3	157	
	%	7.0	11.5	11.5	4.5	9.6	5.1	10.2	1.9	39.4	
F. Grad	N	10	13	9	2	0	0	2	0	100	
	%	10.0	13.0	9.0	2.0	0	0	2.0	0	25.1	
F. Non	N	11	7	9	6	3	0	0	1	99	
Grad	%	11.1	7.1	9.1	6.1	3.0	0	0	1.0	24.9	
Column	N	37	44	42	19	25	8	22	5	398	
Total	%	9.3	11.1	10.6	4.8	6.3	2.0	5.5	1.3	100.0	

Chi Sq = 102.87073 with 51 D.F., Sig. = .0000

*Armed Services Vocational Aptitude Battery

A Comparison of Graduates and Non-Graduates, Male
and Female, by AFQT* Scores

The crosstabulation of graduates and non-graduates against AFQT mental categories is depicted in Table 4-53 and revealed no statistical significance.

*Air Force Qualifying Test

TABLE 4-53

A COMPARISON OF GRADUATES AND NON-GRADUATES, MALE
AND FEMALE, BY AFQT* SCORES

		93-99	65-92	31-64	Row Total
M. Non Grad	N	2	18	22	42
	%	4.8	42.9	52.4	10.6
M. Grad	N	4	68	85	157
	%	2.5	43.3	54.1	39.4
F. Grad	N	2	43	55	100
	%	2.0	43.0	55.0	25.1
F. Non Grad	N	4	43	52	99
	%	4.0	43.4	52.5	24.9
Column Total	N	12	172	214	398
	%	3.0	43.2	53.8	100.0

Chi Sq = 1.30520 with 6 D.F., Sig. = .9714

*Air Force Qualifying Test

A Comparison of Graduates and Non-Graduates, Male
and Female, by Legal Residence

When graduates and non-graduates were compared against legal residence, a statistical significance was shown as depicted in Table 4-54. For the female test group, the single largest percentage, 26.0, of graduates were from the Great Lakes region. For female non-graduates, the single largest

percentage, 26.3, were from the Northeastern region.

For the comparison males, the Northeastern region had the single largest percentage of graduates with 25.5 percent. The Central region had the single largest percentage of non-graduates with 35.7 percent.

TABLE 4-54

A COMPARISON OF GRADUATES AND NON-GRADUATES, MALE
AND FEMALE, BY LEGAL RESIDENCE

		North- Eastern	South- Eastern	Central	Great Lakes	Western	Other	Row Total
M. Non	N	8	7	15	4	6	2	42
Grad	%	19.0	16.7	35.7	9.5	14.3	4.8	10.6
M. Grad	N	40	15	31	36	28	7	157
	%	25.5	9.6	19.7	22.9	17.8	4.5	39.4
F. Grad	N	16	18	14	26	18	8	100
	%	16.0	18.0	14.0	26.0	18.0	8.0	25.1
F. Non	N	26	21	10	21	14	7	99
Grad	%	26.3	21.2	10.1	21.2	14.1	7.1	24.9
Column	N	90	61	70	87	66	24	398
Total	%	22.6	15.3	17.6	21.9	16.6	6.0	100.0

Chi Sq = 27.78243 with 15 D.F., Sig. = .0230

A Comparison of Graduates and Non-Graduates, Male
and Female, by Race

Graduates and non-graduates vs. race is depicted in Table 4-55 and was not statistically significant.

TABLE 4-55

A COMPARISON OF GRADUATES AND NON-GRADUATES, MALE
AND FEMALE, BY RACE

		White	Black	Other	Row Total
M. Non Grad	N %	40 95.2	1 2.4	1 2.4	42 10.6
M. Grad	N %	131 83.4	20 12.7	6 3.8	157 39.4
F. Grad	N %	84 84.0	11 11.0	5 5.0	100 25.1
F. Non Grad	N %	87 87.9	10 10.1	2 2.0	99 24.9
Column Total	N %	342 85.9	42 10.6	14 3.5	398 100.0

Chi Sq = 5.48208 with 6 D.F., Sig. = .4836

A Comparison of Graduates and Non-Graduates, Male
and Female, by Religion

Table 4-56 illustrates that there was not a statistical significance when graduates and non-graduates were compared against religion.

A Comparison of Graduates and Non-Graduates, Male
and Female, by Education

Education did not reveal statistical significance when compared against graduates and non-graduates in Table 4-57.

TABLE 4-56

A COMPARISON OF GRADUATES AND NON-GRADUATES, MALE
AND FEMALE, BY RELIGION

		No Pre- ference	Protes- tants	Catho- lics	Others	Row Total
M. Non Grad	N 5 % 11.9		23 54.8	13 31.0	1 2.4	42 10.6
M. Grad	N 31 % 19.7		77 49.0	46 29.3	3 1.9	157 39.4
F. Grad	N 15 % 15.0		49 49.0	32 32.0	4 4.0	100 25.1
F. Non Grad	N 17 % 17.2		44 44.4	34 34.3	4 4.0	99 24.9
Column Total	N 68 % 17.1		193 48.5	125 31.4	11 2.8	398 100.0

Chi Sq = 6.78232 with 12 D.F., Sig. = .8717

TABLE 4-57

A COMPARISON OF GRADUATES AND NON-GRADUATES, MALE
AND FEMALE, BY EDUCATION

		Non HS Grad	HS Grad Includ- ing GED	13-16	16+	Row Total
M. Non Grad	N 4 % 9.5		37 88.1	1 2.4	0 0	42 10.6
M. Grad	N 4 % 2.5		147 93.6	6 3.8	0 0	157 39.4
F. Grad	N 2 % 2.0		95 95.0	3 3.0	0 0	100 25.1
F. Non Grad	N 6 % 6.1		87 87.9	5 5.1	1 1.0	99 24.9
Column Total	N 16 % 4.0		366 92.0	15 3.8	1 .3	398 100.0

Chi Sq = 10.27171 with 9 D.F., Sig. = .3289

A Comparison of Graduates and Non-Graduates, Male
and Female, by Age

As shown in Table 4-58, the comparison of graduates and non-graduates against age groups was not statistically significant. The majority of both graduates and non-graduates, by sex, were in the 17 through 20 age group.

TABLE 4-58

A COMPARISON OF GRADUATES AND NON-GRADUATES, MALE
AND FEMALE, BY AGE

		17-20	21-24	25-27	Row Total
M. Non	N	31	10	1	42
Grad	%	73.8	23.8	2.4	10.6
M. Grad	N	129	26	2	157
	%	82.2	16.6	1.3	39.4
F. Grad	N	86	10	4	100
	%	86.0	10.0	4.0	25.1
F. Non	N	72	22	5	99
Grad	%	72.7	22.2	5.1	24.9
Column	N	318	68	12	398
Total	%	79.9	17.1	3.0	100.0

Chi Sq = 10.31990 with 6 D.F., Sig. = .1118

TABLE 4-59

STATISTICAL SIGNIFICANCE BETWEEN INDEPENDENT TEST
VARIABLES AND PERFORMANCE VARIABLES

	BMT Grads ^a	Academy Grads ^a	Academy Grade ^b
Mechanical Score	.001	.0000	.008
Administrative Score	.0000	.0002	
General Score			.000
Electrical Score	.0000	.0000	.016
AFQT			.000
Legal Residence	.0311		
Race			
Religion			
Education			.026
Age			

^aChi Square at the .05 level

^bF-Prob. at the .05 level

Only those independent test variables that were found to be statistically significant when compared against the performance variables have their values recorded.

Interview Results

The purpose of the interviews was to obtain views from female test group members and male co-workers on eight topic areas relating to the security speciality. Interview responses were obtained from ninety-six security specialists. There were forty-eight female test group members and a like number of male co-workers interviewed. The females represented sixty-four percent of the seventy-five test group members still performing police duties as of February 1, 1978. The females averaged eight months at their base while the males averaged 10.6 months.

Interview Procedures

Upon completing the interviews, the results were discussed with the commander of the Security Police organization, or his designated representative. Initial results of all interviews were furnished to Headquarters, United States Air Force, Security Police, in January 1978. In addition to the interviews with the female and male security specialists, approximately fifty supervisors, in various positions, were contacted and offered their views on the female test program.

The topic areas and results of the ninety-six interviews are reported in Table 4-60 on the next page. Briefly summarized they were:

-- Neither the females nor males received an adequate impression from the recruiter of what their job would be.

-- The Security Police Academy did prepare them for their job.

TABLE 4-60

Interview Responses from Ninety-six Male
and Female Security Specialists

1. Did your recruiter give you an adequate impression of what your job would be as a security specialist?

	Female	Male
Positive	29.2%	22.9%
Neutral	-	2.1
Negative	<u>70.8</u>	<u>75.0</u>
	100.0%	100.0%
	(48)	(48)

As a group, the interviewees did not believe that their recruiter gave them an adequate impression of what their job would be. The females and males were similar in their opinions.

Some of the typical interview remarks:

Positive:

-- Recruiter had "fact sheet" which explained test program.

-- Recruiter did a good job of explaining difference between law enforcement and security.

-- He had been a cop and really explained my job.

Negative:

-- Recruiter told me he didn't know difference between law enforcement and security.

-- Told me law enforcement and security were same.

-- Said I would be wearing plain clothes.

-- Showed me film on law enforcement.

2. Did the Security Police Academy prepare you for your job as a security specialist?

	Female	Male
Positive	70.8%	66.7%
Neutral	6.2	6.2
Negative	<u>22.9</u>	<u>27.1</u>
	100.0%	100.0%
	(48)	(48)

As a group, the interviewees believed that the Security Police Academy prepared them for their job. The females and males were similar in their opinions.

Some of the typical interview remarks:

Positive:

-- Academy was the best.

-- Combat training at Bullis was great.

-- The instructors cared.

-- Great, only wish it was longer.

-- Left there knowing what I would be doing.

Negative:

-- Too long, hours of boredom.

-- Not enough on missiles or aircraft.

-- Waste of time. Everything changed when I got here.

3. At the end of your contract (enlistment) period, would you prefer to remain as a security specialist or cross-train? (To remain is recorded as positive; to crosstrain as negative.)

	Female	Male
Positive	39.6%	37.5%
Neutral	14.6	10.4
Negative	<u>45.8</u>	<u>52.1</u>
	100.0% (48)	100.0% (48)

The interviewees were both split on their opinion with the greater percentage of the opinion they would crosstrain. Males were slightly higher in their opinion to crosstrain than females.

Some of the typical interview remarks:

Positive:

- Good job, know what is expected of me.
- Provides me security.
- They got me in; they will have to get me out.

Negative: (crosstrain)

- Crosstrain, without a doubt.
- Not what I expected; will crosstrain.
- Just want to do my time, then get out.
- Get out now if I could.

4. Do you believe that female security police are prepared to go into combat?

	Female	Male
Positive	35.4%	35.4%
Neutral	16.7	18.8
Negative	<u>47.9</u>	<u>45.8</u>
	100.0%	100.0%
	(48)	(48)

The females and males were both split on their opinion, but the greater percentage of both believed that female security police are not prepared for combat.

Some of the typical interview remarks:

Positive:

- They have been trained and are prepared.
- That is what they are in the military for.
- Definitely.

Negative:

- No way.
- No one is prepared for combat.
- They couldn't do it.
- Not mentally prepared.

5. Do you believe women should be allowed into combat?

	Female	Male
Positive	54.2%	52.1%
Neutral	12.5	10.4
Negative	<u>33.3</u>	<u>37.5</u>
	100.0%	100.0%
	(48)	(48)

The females and males were both split on their opinion, but the greater percentage of both believed women should be allowed into combat.

Some of the typical interview remarks:

Positive:

- Yes.
- Law should be changed to allow it.
- If men have to, women should.
- It's about time.

Negative:

- Just can't see women in combat.
- Women would break down.
- Couldn't be counted on.

6. Have you been discriminated against because of your sex since being assigned to the squadron?

	Female	Male
Positive	22.9%	4.2%
Neutral	-	-
Negative	<u>77.1</u>	<u>95.8</u>
	100.0%	100.0%
	(48)	(48)

The vast majority of neither the females nor males felt they had been discriminated against.

Some of the typical interview remarks:

Positive:

- Only slightly.
- Yes, but it's gotten better as everyone got used to having women in security.

Negative:

- We all get equal treatment here.
- No way.
- Are you kidding, no.
- Supervisors would not allow it.

7. Do you believe the "X Factor" test is job related?

	Female	Male
Positive	39.6%	12.5%
Neutral	2.1	**25.0
Negative	<u>*58.3</u>	<u>62.5</u>
	100.0%	100.0%
	(48)	(48)

*Twenty-eight females were negative in their opinion. Of that number, seven stated they took the test but failed. All seven also stated they were "signed off" as having passed.

**Twelve males stated they never took the test. Their response was therefore recorded as neutral.

The majority of both the females and males had a negative opinion as to the job relatedness of the "X Factor" test.

Some of the typical interview remarks:

Positive:

- Yes, but weight should be heavier.
- Sure, but too easy.
- Should have some sort of test.

Negative:

- No, we never lift anything that heavy.
- Should have to lift the machinegun or equipment bag.
- Should just be running, lifting weight doesn't make sense.
- Just standing for eight hours, that's more job related.

8. Do you think your supervisors are protective of the women security specialists?

	Female	Male
Positive	20.8%	25.0%
Neutral	10.4	2.1
Negative	<u>68.8</u>	<u>72.9</u>
	100.0%	100.0%
	(48)	(48)

The majority of both the females and males did not feel their supervisors protected the women security specialists.

Some of the typical interview remarks:

Positive:

- Only slightly.
- They should be protected.
- At times.

Negative:

- Not really.
- No, we all get same treatment.
- Not here, you carry your own weight.
- No way, everyone does the same job.

-- Both the females and males were split in their opinion about remaining as a security specialist or cross-training, however, the greater percentage of both indicated they would crosstrain.

-- Both the females and males were split in their opinion as to the female security police being prepared for combat, but a higher percentage of both did not believe female security police to be prepared.

-- When asked about women being allowed into combat, their views were split but unlike the earlier question on combat, the greater percentage of both females and males stated women should be allowed into combat.

-- Generally, the majority of the interviewees did not believe they had been sexually discriminated against.

-- The opinion of the majority of females and males was that the "X Factor" test is not job related.

-- Supervisors do not protect women security specialists according to the majority of the interviewees. An example of protection would be a supervisor that did not have a woman perform a required job simply because she was a woman.

The security specialists interview responses were generally supported by the views of the contacted supervisors. Of greatest interest to both interviewees and supervisors, was the juxtaposing opinion that although female security police were not prepared for combat, women should be allowed into combat. The results of greatest concern are the lack of adequate job information from the recruiter and the negative opinion of the job relatedness of the "X Factor" test.

Base interview results are found at Tables 4-61,
4-62, and 4-63.

TABLE 4-61

Nellis AFB, Nevada

Interview responses were obtained from thirty-six security specialists in August 1977. All interviewees were performing security specialists duties and, at the time of the interviews, had been assigned to Nellis AFB for an average of 3.6 months. There were eighteen female test group members and a like number of male co-workers interviewed. The females averaged five months at Nellis AFB, while the males averaged just over two months. It should be noted that an individual's response, by sex, creates a difference of 5.6 percent.

1. Did your recruiter give you an adequate impression of what your job would be as a security specialist?

	Female	Male
Positive	44.4%	5.6%
Neutral	-	-
Negative	<u>55.6</u>	<u>94.4</u>
	100.0%	100.0%
	(18)	(18)

As a group, the interviewees did not believe that their recruiter gave them an adequate impression of what their job would be. The males expressed a greater negative opinion as compared to the females.

2. Did the Security Police Academy prepare you for your job as a security specialist?

	Female	Male
Positive	61.1%	83.3%
Neutral	5.6	-
Negative	<u>33.3</u>	<u>16.7</u>
	100.0%	100.0%
	(18)	(18)

As a group, the interviewees believed that the Security Police Academy prepared them for their job. The males expressed a greater positive opinion as compared to the females.

3. At the end of your contract (enlistment) period, would you prefer to remain as a security specialist or cross-train? (To remain is recorded as positive, to crosstrain as negative.)

	Female	Male
Positive	66.7%	33.3%
Neutral	11.1	-
Negative	<u>22.2</u>	<u>66.7</u>
	100.0%	100.0%
	(18)	(18)

The greater majority of the females stated they would

prefer to remain as a security specialist as compared to the greater majority of the males who desired to crosstrain.

4. Do you believe that female security police are prepared to go into combat?

	Female	Male
Positive	55.6%	50.0%
Neutral	16.6	22.2
Negative	<u>27.8</u>	<u>27.8</u>
	100.0% (18)	100.0% (18)

The majority of both females and males believed female security police are prepared to go into combat.

5. Do you believe women should be allowed into combat?

	Female	Male
Positive	72.2%	83.4%
Neutral	22.2	-
Negative	<u>5.6</u>	<u>16.6</u>
	100.0% (18)	100.0% (18)

The vast majority of both females and males were positive in their opinion as to women being allowed into combat.

6. Have you been discriminated against because of your sex since being assigned to the squadron?

	Female	Male
Positive	5.6%	-
Neutral	-	-
Negative	<u>94.4</u>	<u>100.0</u>
	100.0%	100.0%
	(18)	(18)

With the exception of one female interviewee, the females and males, as a group, did not believe they had been discriminated against.

7. Do you believe the "X Factor" test is job related?

	Female	Male
Positive	38.9%	22.2%
Neutral	5.6	*11.1
Negative	<u>55.5</u>	<u>66.7</u>
	100.0%	100.0%
	(18)	(18)

*Two male interviewees stated they did not take the test and therefore had no opinion. The neutral percentage female response was from an interviewee who had taken the test but had no opinion as to its job relatedness.

The majority of both the females and males had a

negative opinion as to the job relatedness of the "X Factor" test.

8. Do you think your supervisors are protective of the women security specialists?

	Female	Male
Positive	- %	22.2%
Neutral	11.1	-
Negative	<u>88.9</u>	<u>77.8</u>
	100.0%	100.0%
	(18)	(18)

The majority of both the females and males did not believe that their supervisors protected the women security specialists.

TABLE 4-62

Grand Forks AFB, North Dakota

Interview responses were obtained from thirty-two security specialists in January 1978. All interviewees were performing security specialists duties and, at the time of the interviews, had been assigned to Grand Forks AFB for an average of just over fourteen months. There were sixteen female test group members and a like number of male co-workers interviewed. The females averaged 9.6 months at Grand Forks AFB, while the males averaged just over nineteen months. It should be noted that an individual's response, by sex, creates a difference of 6.3 percent.

1. Did your recruiter give you an adequate impression of what your job would be as a security specialist?

	Female	Male
Positive	18.7%	31.2%
Neutral	-	-
Negative	<u>81.3</u>	<u>68.8</u>
	100.0%	100.0%
	(16)	(16)

As a group, the interviewees did not believe that their recruiter gave them an adequate impression of what their job would be. The females expressed a greater negative opinion as compared to the males.

2. Did the Security Police Academy prepare you for your job as a security specialist?

	Female	Male
Positive	87.5%	62.5%
Neutral	6.3	-
Negative	<u>6.3</u>	<u>37.5</u>
	100.0%	100.0%
	(16)	(16)

As a group, the interviewees believed that the Security Police Academy prepared them for their job. The females expressed a greater positive opinion as compared to the males.

3. At the end of your contract (enlistment) period, would you prefer to remain as a security specialist or cross-train? (To remain is recorded as positive; to crosstrain as negative.)

	Female	Male
Positive	43.8%	43.8%
Neutral	25.0	12.4
Negative	<u>31.2</u>	<u>43.8</u>
	100.0%	100.0%
	(16)	(16)

Both the females and the males were divided on their opinion to remain as a security specialist or crosstrain. The opinion of females to remain was slightly higher than those females who desired to crosstrain.

4. Do you believe that female security police are prepared to go into combat?

	Female	Male
Positive	43.8%	43.8%
Neutral	18.7	12.4
Negative	<u>37.5</u>	<u>43.8</u>
	100.0%	100.0%
	(16)	(16)

Both the females and the males were divided on their opinion as to female security police being prepared to go into combat. The opinion positive females was slightly higher than those of the females who were negative in their opinion.

5. Do you believe women should be allowed into combat?

	Female	Male
Positive	68.8%	43.8%
Neutral	12.5	12.5
Negative	<u>18.7</u>	<u>43.8</u>
	100.0%	100.0%
	(16)	(16)

The majority of the females positive in their opinion as to women being allowed into combat. The males, however, were split on their opinion.

6. Have you been discriminated against because of your sex since being assigned to the squadron?

	Female	Male
Positive	56.3%	12.5%
Neutral	-	-
Negative	<u>43.7</u>	<u>87.5</u>
	100.0%	100.0%
	(16)	(16)

The females were fairly divided in their opinion with a slightly higher percentage who believed they had been discriminated against. The vast majority of the males did not believe they had been discriminated against.

7. Do you believe the "X Factor" test is job related?

	Female	Male
Positive	56.2%	12.5%
Neutral	-	*37.5
Negative	<u>43.8</u>	<u>50.0</u>
	100.0%	100.0%
	(16)	(16)

*Six male interviewees stated they did not take the test and therefore had no opinion.

The females were divided on their opinion, however, a greater percentage believed the "X Factor" test to be job related. The majority of the males who took the test did not feel that it was job related.

8. Do you think your supervisors are protective of the women security specialists?

	Female	Male
Positive	43.2%	37.5%
Neutral	6.3	-
Negative	<u>50.0</u>	<u>62.5</u>
	100.0%	100.0%
	(16)	(16)

The females were divided in their opinion with a somewhat higher percentage opinion that their supervisor did not protect the women security specialists. The majority of the males also did not believe their supervisor protected the women security specialists.

TABLE 4-63

Barksdale AFB, Louisiana

Interview responses were obtained from twenty-eight security specialists in January 1978. All interviewees were performing security specialists duties and, at the time of the interviews, had been assigned to Barksdale AFB for an average of ten months. There were fourteen female test group members and a like number of male co-workers interviewed. The females averaged 9.5 months at Barksdale AFB while the males averaged 10.5 months. It should be noted that an individual's response, by sex, creates a difference of 7.1 percent.

1. Did your recruiter give you an adequate impression of what your job would be as a security specialist?

	Female	Male
Positive	21.4%	35.7%
Neutral	-	7.1
Negative	<u>78.6</u>	<u>57.2</u>
	100.0%	100.0%
	(14)	(14)

As a group, the interviewees did not believe that their recruiter gave them an adequate impression of what their job would be. The females expressed a greater negative opinion as compared to the males.

2. Did the Security Police Academy prepare you for your job as a security specialist?

	Female	Male
Positive	64.3%	50.0%
Neutral	7.1	21.4
Negative	<u>28.6</u>	<u>28.6</u>
	100.0%	100.0%
	(14)	(14)

As a group, the interviewees believed that the Security Police Academy prepared them for their job. The females expressed a greater positive opinion as compared to the males.

3. At the end of your contract (enlistment) period, would you prefer to remain as a security specialist or cross-train? (To remain is recorded as positive; to crosstrain as negative.)

	Female	Male
Positive	- %	35.7%
Neutral	7.1	21.4
Negative	<u>92.6</u>	<u>42.9</u>
	100.0%	100.0%
	(14)	(14)

The vast majority of the females stated they would choose to crosstrain rather than remain as a security specialist. The males, however, were fairly evenly divided on remaining or crosstraining with a slightly higher percentage choosing to crosstrain.

4. Do you believe that female security police are prepared to go into combat?

	Female	Male
Positive	- %	7.1%
Neutral	14.3	21.5
Negative	<u>85.7</u>	<u>71.4</u>
	100.0%	100.0%
	(14)	(14)

The vast majority of both females and males did not believe that female security police are prepared to go into combat.

5. Do you believe women should be allowed into combat?

	Female	Male
Positive	14.3%	21.4%
Neutral	-	21.4
Negative	<u>85.7</u>	<u>57.2</u>
	100.0%	100.0%
	(14)	(14)

The majority of both females and males did not believe women should be allowed into combat.

6. Have you been discriminated against because of your sex since being assigned to the squadron?

	Female	Male
Positive	7.1%	- %
Neutral	-	-
Negative	<u>92.9</u>	<u>100.0</u>
	100.0%	100.0%
	(14)	(14)

With the exception of one female interviewee, the females and males, as a group, did not believe they had been discriminated against.

7. Do you believe the "X Factor" test is job related?

	Female	Male
Positive	21.4%	- %
Neutral	-	**28.6
Negative	<u>*78.6</u>	<u>71.4</u>
	100.0%	100.0%
	(14)	(14)

*A total of 11 females were negative in their opinion. Of that number, seven stated they took the test but failed. All seven also stated they were "signed off" as having passed.

**Four males stated they did not take the test and therefore did not have an opinion.

The majority of both the females and males had a negative opinion of the job relatedness of the "X Factor" test.

8. Do you think your supervisors are protective of the women security specialists?

	Female	Male
Positive	21.4%	14.3%
Neutral	14.3	7.1
Negative	<u>64.3</u>	<u>78.6</u>
	100.0% (14)	100.0% (14)

The majority of both the females and males did not feel their supervisors protected the women security specialists.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The three questions to be answered by the thesis are addressed.

1. What is the affect of the independent test variables on training performance?

The results of this study show that certain independent test variables were found to be significantly related to performance variables for both the female test group and the male comparison group. It was discovered that mechanical and electrical scores on the Armed Services Vocational Aptitude Battery were consistently related to performance. Since mechanical and electrical scores were consistently related to performance, perhaps these two scores could be used to predict training performance.

The percentage of male Basic Military Training and Police Academy graduates was greater than females in the 55-95 score range on the mechanical and electrical portions of the Armed Services Vocational Aptitude Battery. Data indicate that female Basic Military Training and Police Academy graduates constituted a higher percentage than males in the 55-95

score range on Armed Services Vocational Aptitude Battery. However, administrative score failed to be of significance when Police Academy grade was considered. Thus, it can be concluded that mechanical and electrical scores have a greater influence on performance than does the administrative score.

Legal residence was found to be only significant when Basic Military Training graduates were considered. It can be concluded that legal residence should be discounted as a factor that influences the performance of police candidates.

General score on the Armed Services Vocational Aptitude Battery, Air Force Qualifying Test and educational level were only significant with Police Academy grade. It is concluded that the relationship of these factors to Police Academy grade is a result of the educational experience of the subject and "test taking" ability. With further research and more refined statistical analysis, such as regression equations, a relationship might be more clearly established with the concept of performance.

Race, religion, and age were not found to have any significance with performance.

2. Can women perform security specialist training as well as men?

The analyses of independent test variables vs. performance variables did not indicate with consistency that one sex did better than the other.

When attrition figures are accepted at face value,

men did do better than women. However, such a statement must be made conditionally.

Due to the ex post facto construction of the male comparison group, the males were "blind" subjects - they had no knowledge that they were part of this study or of an evaluation of a test program. The comparison men were therefore not subject to the same pressures and/or motivations of the women in the test group. There was greater pressure on the women.

The majority of the women entered training for the security speciality with full knowledge of the fact that they were part of a test program and that their success or failure, as a group, would be evaluated. The future of women in the security speciality depended on the performance of the test group. All of the women volunteered for the test, and from field interviews, the women expressed a strong desire to achieve as a group.

The general consensus among the female interviewees was that the number of failures as a result of the "X Factor" physical screening test drastically hurt the test group. Since those women who failed the "X Factor" could not be examined in terms of performance, it is unknown how they would have performed. Both female and male interviewees questioned the job relatedness of the "X Factor" test. Male co-workers interviewed in the field were, in fact, more negative toward the job relatedness of the "X Factor" test than were the women. It is recommended that the "X Factor" physical screening test should be reviewed to determine if it is specifically

job related to the security speciality. The job relatedness of a physical screening test should be demonstrable in order to avoid discriminatory criticism.

If the job relatedness of the "X Factor" test cannot be demonstrated, then a physical screening test specifically designed to meet the requirements of security police should be devised. It is recommended that the "arrest resistor" machine, which is currently used by the California Highway Patrol Academy, Sacramento, California, be considered as one possible model.

Throughout training, the female group received increased supervision due to the test. During the field interviews, the women often commented about the "fishbowl" affect that resulted from the test.

Although Police Academy graduates for the male comparison group numbered 157 as compared to 100 for the female test group, a statement of attrition should take into account the above stated extraneous factors.

3. What are the views of female and male security specialists toward the role of women in the security speciality?

Field interview responses of female test group members and male co-workers indicated that both generally expressed a dissatisfaction toward their recruiting experience. Males expressed greater dissatisfaction than females. Females and males were positive in their views toward the training they received at the Security Police Academy. Females were more

positive in their views than males.

As to remaining in the security speciality or cross-training into another occupational speciality, both sexes were divided on their views. However, both indicated a stronger preference to crosstrain.

With regard to the views on female security police being prepared for combat, the greatest percentage of both females and males were negative. However, both the majority of the females and the males expressed a positive view that women should be allowed into combat.

Generally, neither the females nor males felt they had been discriminated against because of their sex since being assigned to the field. The majority of both females and males questioned the job relatedness of the "X Factor" physical screening test. Females and males indicated that their supervisors were not "protective" of the women security specialists.

RECOMMENDATIONS

This study was undertaken as an effort to provide statistical data to assist Security Police management in determining the "Future of Women in the Security Police." The following recommendations are based on the observations of this study.

First, increased time in interviewing should be spent during the screening and recruiting process of potential female candidates for the security speciality. Field interviews with female test group members indicated that problems of

understanding about the duties and responsibilities of the security speciality could be reduced or alleviated by better informed recruiters and candidates.

Second, a film or slide presentation should be produced that depicts the day-to-day work environment of a security specialist. Emphasis on the specific duties, geographical regions and climates would assist both the potential candidate and the recruiter in establishing a thorough understanding of what is entailed in the security speciality.

Third, a film or slide presentation should be produced that would show the combat role that could be required of a security specialist. Specific weaponry and training should be emphasized. Again, such an information tool would greatly assist the potential candidate and recruiter.

Fourth, the physical screening test should be administered to potential candidates prior to entering the Air Force, rather than during training.

Fifth, that both men and women be recruited on the same standards.

Sixth, the content of Basic Military Training and Security Police Academy training should remain in their current form.

Seventh, instruction should be incorporated for women that would deal with the expectations and perceptions of the male-dominated Security Police career field and the Air Force in general.

Eighth, communications and human relations skills

training should be incorporated for supervisors of women. Such training could be incorporated as a portion of the existing Equal Opportunity and Treatment training.

Ninth, the legal restriction on women in combat should be removed. If women in the security speciality are to be trained for combat, they should be allowed into combat.

Tenth, this study should be followed up with comparative research on the field performance of women vs. men in the security speciality.

NEED FOR FURTHER RESEARCH

The following research design is offered as a methodology for evaluating the field performance of women vs. men in the security speciality.

Women and men should be compared on their field performance based upon time of Police Academy graduation. Both groups should be as similar as possible on the background characteristics (independent test variables) in order to more adequately determine which performance variables were honestly significant.

Some suggested performance variables could include:

- (1) Current rank
- (2) Number of job related injuries
- (3) Lost time due to sickness
- (4) Disciplinary record
- (5) Height
- (6) Weight

- (7) Marital status change since Police Academy
- (8) Number of dependents change since Police Academy
- (9) Airman Performance Report rating
- (10) Number of traffic tickets
- (11) Number of auto accidents
- (12) Educational attainment since Police Academy

Data should be computer analyzed to determine which, if any, performance variables were significant and if any of the background characteristics of the subjects could be predictors of performance. Whatever conclusions are drawn from such a study must take into account the psychological pressures faced by the women because they were part of a test. The comparison men will not be faced with the same pressures.

APPENDIX A

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS UNITED STATES AIR FORCE
WASHINGTON, D.C.
20332



18 JUL 1977

Captain Charles M. Rutland, USAF
705 Woodside Lane East #2
Sacramento, CA 95825

Dear Captain ~~Rutland~~ ^{Miller}

This is to confirm our recent conversation regarding the feasibility of initiating an AFIT study designed to provide statistical data to assist management in determining the "Future of Women in Security Police."

We agree to your proceeding immediately with development of a study proposal in this area. The study must conform with the appropriate AFIT directives and should address the following areas of general interest:

- a. Provide introductory background data concerning the utilization of women in combat related duties within the Air Force and its sister services. Address the physical and mental qualifications of potential recruits, the job related significance of existing standards, and recommended changes, if any, to present selection and screening procedures.
- b. The existing and potential recruiting market for female security specialists. Analyze the recruiting effort which supported the current female test program.
- c. The selection of two control groups of recruits for comparative analysis--one group consisting of male applicants for the security specialty, the other of female applicants for the law enforcement specialty. Both groups should correspond as closely as possible to the female security specialists in the test in terms of entry on active duty, AFQT/AQE scores, geographical mix, etc.
- d. The successes and failures of candidates during basic military training and classification phases of production. Determine and categorize all failures.



e. The successes and failures of candidates during the formal school training phase. Determine and categorize all failures. Document any instances of deviation from prescribed curriculum.

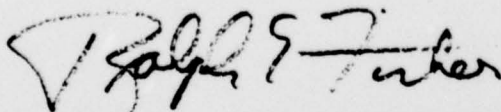
f. The utilization of candidates in the field environment. Document any instances of deviation from normal duty assignment policies. Determine career progression. Determine and categorize all failures. Make special note of potential problem areas in their future utilization.

Your study should provide factually supportable conclusions and recommendations. We are able to provide considerable background data including points of contact, names of recruits in the program, and responses to previously developed questionnaires. We envision that the majority of your research can be accomplished through correspondence; however, several field trips will be needed. A listing of suggested trips is enclosed for your use in estimating study costs.

Contact with Major Charles Earnhart, AFIT/CID, indicates your study proposal should be submitted directly to AFIT with an information copy to this headquarters. Please do not proceed with actual data collection until your proposal has been approved.

Address any questions or comments you have to our project officer, SMSgt Jack Flynn, HQ USAF/SPPA, AUTOVON 297-4245.

Sincerely



RALPH E. FISHER, Colonel, USAF
Deputy Chief of Security Police

1 Atch
Potential Field
Trips

POTENTIAL FIELD TRIPS

<u>TO</u>	<u>PURPOSE</u>	<u>*DURATION</u>	<u>TRAVEL</u>	<u>**PER DIEM</u>	<u>TOTAL</u>
Randolph, Lackland AFB, TX	Contact AFMPC, ATC/RS, BMTS, 3800 TTG	7 Days	\$270	\$140	\$410
Grand Forks AFB, ND	<u>Conduct Interviews</u>	4 Days	310	80	390
Nellis AFB, NV	<u>Conduct Interviews</u>	4 Days	110	80	190
Barksdale AFB, LA	<u>Conduct Interviews</u>	4 Days	326	80	406
Osan AB, Korea	<u>Conduct Interviews</u>	7 Days	602	140	742

*Includes Travel Time

**Assumes availability of on-base quarters

NOTE: Randolph/Lackland, Grand Forks, and Nellis are the only trips deemed absolutely essential.

APPENDIX B

AFR 160-43

Attachment 2

21 June 1976

A-2

PHYSICAL PROFILE SERIAL CHART

Profile serial	P Physical Condition	U Upper extremities	L Lower extremities	H Hearing-ears	E Vision; eyes	S Neuropsychiatric	X Physical Work Capacity
1	Free of any significant organic defect or systemic disease.	Bones, joints, and muscles normal. Must be able to do hand-to-hand fighting.	Bones, muscles, and joints normal. Must be capable of performing long marches and continuous standing over periods. No defects which disqualify for running, climbing, and digging.	See paragraph 5-6 and attachment 3.	Minimum vision of 20/70 in each eye correctable to 20/20 in one eye and 20/30 in the other.	No psychiatric disorder.	Able to perform maximum heavy duty over prolonged periods (as demonstrated by a lift of 70 pounds to a height of 6 feet).
2	Presence of minimally significant organic defect(s) or systemic disease(s)	Slightly limited mobility of joints, muscular weakness, or other musculo-skeletal defects which do not prevent hand-to-hand fighting and do not disqualify for prolonged effort.	Slightly limited mobility of joints, muscular weakness, or other musculo-skeletal defects which do not prevent moderate marching, climbing, running, digging or prolonged effort.	See paragraph 5-6 and attachment 3.	Vision correctable to 20/40 in one eye and 20/70 in the other, or 20/30 in one eye and 20/100 in the other, or 20/20 in one eye and 20/400 in the other.	Individual has mild transient psychoneurotic reaction.	Able to perform sustained moderate duty over prolonged periods (as demonstrated by a lift of 40 pounds to elbow height).
3	Significant disease(s) and/or defect(s) under good control, and not requiring regular and close medical support. Capable of all basic work commensurate with rank and position.	Defects causing moderate interference with function, yet capable of sustained effort for short periods.	Defects causing moderate interference with function, but capable of sustained effort for short periods.	See paragraph 5-6 and attachment 3.	Vision correctable to 20/40 in the better eye.	Individual has a mild chronic psychoneurotic reaction, or history of transient psychotic reaction.	Able to perform standard light duty over normal work periods (as demonstrated by a lift of 20 pounds to elbow height).
4	Medically unacceptable for worldwide service or qualification questionnaire, including remote and isolated duty (chapter 5 of this regulation). Use 4 profile only with "T" or "I" suffix for members on extended active duty and AFRES/ANG personnel eligible under AFM 35-4, chapter 8.						Strength, stamina, muscular coordination
Factors to be	Organic defect(s) systemic and in-	Strength, range of motion, and	Strength, range of movement, and	Auditory acuity unless there is a	Distant visual acuity unless	Type, severity, and duration of	Strength, stamina, muscular coordi-

con- sidered.	fectious dis- eases) with ex- amples of dia- betes mellitus, hypertension, arthritis, dental masti- catory malfunc- tion, endocrin- opathies neo- plasms, etc.	general effi- ciency of upper arm, shoulder girdle, and back, includ- ing cervical, thoracic.	efficiency of feet, legs, pelvic girdle, lower back, and lumbar verte- brae.	defect listed as unacceptable in attachment 3.	there is a de- fect listed as unacceptable in paragraph 4-7.	the psychiatric symptoms of dis- order existing at the time the pro- file is determined Amount of ex- ternal precipitat- ing stress. Pre- disposition as de- termined by the basic personality makeup, intelli- gence perform- ance, and history of past psychia- tric disorders. Impairment of functional capac- ity.	nation, agility, body structure, weight, height, vigor/energy, bio- logical age, obea- lity, personal living habits, etc.
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APPENDIX C COURSE CHART

NUMBER MABM/MWBM99000		PDS CODE	DATE 15 August 1977
COURSE TITLE Basic Military Training, USAF			
SUPERSEDES COURSE CHART MABM/MWBM99000, 15 May 1976		DEPARTMENT OPR Basic Military Training School, USAF/MTOC	
APPLICABLE TRAINING STANDARD CTS 1-52 -MABM/MWBM99000 15 Aug 77			
ATC OPR AND APPROVAL DATE ATC/TTM 28 July 77		CENTER OPR AFMTC/CC	COURSE SECURITY CLASSIFICATION Unclassified
INSTRUCTIONAL DESIGN Group/Lock Step		LOCATION OF TRAINING Lackland AFB, Tx 78236	TARGET READING GRADE LEVEL 9.0
COURSE LENGTH (30 ACADEMIC DAYS)			Hours
Military Training			(M)188 (F)194
Classroom/Laboratory (C/L)			(M)105 (F)105
Complementary Military Training (CMT)			(M)83 (F)89
Inspections: 1. Personal Property (2 hrs) 2. Clothing Fit (3 hrs) 3. Stand-by (2 hrs)			
Instruction: 4. Flight Drill (11 hrs) 5. Squadron Drill (6 hrs) 6. Dormitory Guard Procedures (2 hrs) 7. Base Liberty/ID Card (1 hr) 8. Rape Prevention (F) (2 hrs) 9. Town Pass (1 hr) 10. Breast and Uterine Cancer (F) (2 hrs) 11. Skin and Hair Care (F) (2 hrs) 12. Departure (1 hr)			
Activities: 13. Retreat Procedures (1 hr) 14. Retreat Ceremonies (4 hrs) 15. Parades/Reviews (6 hrs)			
Self- 16. Insignia of Grade (1 hr)			
Instruction: 17. Environmental Protection (1 hr) 18. Chemical Warfare Defense Training (1 hr)			
Self- 19. Dormitory Inspection Preparation (40 hrs) Preparation			
Related Training (RT)			(M)42 (F)32
Dental Hygiene Orientation (1 hr) Chaplain's Orientation (3 hrs) Adult Value Education (4 hrs) Dining Hall Attendant/Student Details (23 hrs) Peer Rating (1 hr) Marksmanship (M) (10 hrs) Premarksmanship (6 hrs) Range Fire (4 hrs)			

MABM/MWBM99000	Hours
Basic Military Training Routine Functions (BMTRF)	(M)126 (F)130
In-Processing	35
Clothing Issue (6 hrs)	
Pay and Haircuts (1 hr)	
Aptitude Testing/Commander's Time (3 hrs)	
Personal Affairs Forms (2 hrs)	
Medical Examination (2 hrs)	
Dental Examination (1 hr)	
**Career Guidance/ANG/AFR Orientation (6 hrs)	
Interview Session/Commander's Time (3 hrs)	
***DD Form 398 Check/Commander's Time (8 hrs)	
Assessments/Career Exhibits (3 hrs)	
Immunizations	2
Commander's Time	3
Initial Base Exchange Visit	2
Mail Call/MTI Daily Briefing	24
Laundry	13
Experimental Testing	4
****Proficiency Reading Test/Commander's Time	2
Haircuts	(M) 2
Beauty Shop	(F) 4
Linen Exchange	5
ID Card Application	2
Flight Pictures	1
Allotment Processing	1
Pay	2
Clothing Alterations Pickup	(M) 1
	(F) 3
Duty Flight Details	10
Hometown News Release	2
*****Blood Donor/Commander's Time	4
Out-Processing	9
Relocation Processing (Orders Pickup/Tech School Briefing) (4 hrs)	
Pay and Travel Arrangements (3 hrs)	
Shipping Briefing (1 hr)	
Squadron Clearance (1 hr)	
Departure Dormitory Preparation	2
TOTAL	(M)356 (F)356

MABM/MWBM99000

*The majority of subjects apply to all airmen, male and female. Where deviations exist, the hour(s) is/are preceded by the indicator (M) male or (F) female.

**Regular Air Force Airmen receive career guidance briefing; Air National Guard and Air Force Reserve Airmen receive ANG or AFR orientation.

***This check required for airmen holding security AFSCs.

****Reading test administered to deficient readers.

*****Voluntary program.

TABLE I - MAJOR ITEMS OF EQUIPMENT

None.

AD-A058 410

AIR FORCE INST OF TECH WRIGHT-PATTERSON AFB OHIO
A COMPARATIVE ANALYSIS OF THE RELATIONSHIP BETWEEN SOCIAL BACKG--ETC(U)
1978 C M RUTLAND
AFIT-CI-78-68

F/G 5/9

UNCLASSIFIED

NL

3 OF 3
ADA
058410

10-78



MABM/MWBM99000 COURSE CHART - TABLE II - TRAINING CONTENT

NOTE: Include time spent on technical training (TT) (classroom/laboratory (C/L) and complementary technical training (CTT)) and related training (RT). Exclude time spent on individual assistance (remedial instruction). A single entry of time shown for a unit is C/L time. When a double entry is shown, the second entry is CTT time.

HRS PER DAY OF TNG	AVERAGE 11.9 HOURS		
1 thru 30	<u>Course Material - UNCLASSIFIED</u>		(M)65
	BLOCK I - Attitude, Respect for Authority, Self-Discipline and Teamwork		(F)69 Hours RT/BMTR
		(M)101, (F)103 Hrs MT	
	Orientations	10 Hours	
	Immediate Incoming(1 hr); Pseudofolliculitis(2 hrs)		(M)77 Hrs
	24-Hour(1 hr); 48-Hour(1 hr); 72-Hour(1 hr); First Week(1 hr)		(F)79 Hrs
	Commander/First Sergeant (AFMTCR 50-18)(3 hrs)		+(1, 3, 4, 5,
			6, 7, (F)8,
	Dormitory Arrangement	8 Hrs	9, 12, 13,
	Wall Locker/Rack(1 hr); Clothing, Security Drawer/Foot-		14, 15, 19)
	locker(1.8 hr); Shoe Display (0.5 hr); Bed Making and		CMT
	Related Duties(1.3 hr); Initial Marking of Clothes (1.9 hr);		
	Final Marking of Clothes (1.5 hr)		
	Individual Drill	4 Hours	
	Reporting Procedures	2 Hours	
	24 Hours C/L		
5	<u>Course Material - UNCLASSIFIED</u>		(M)16
	BLOCK II - Physical Fitness	30 Hours MT	(F)17
	Physical Fitness Orientations	2 Hours	Hours RT/BMTR
thru	BMTS Physical Fitness Program		
	Exercise(12 hrs); Running(12 hrs)	24 Hours	
30	Confidence Course	4 Hours	
	30 Hours C/L		
	+Training identified under CMT, Page 1		

MABM/MWBM99000 COURSE CHART - TABLE II - TRAINING CONTENT

NOTE: Include time spent on technical training (TT) (classroom/laboratory (C/L) and complementary technical training (CTT)) and related training (RT). Exclude time spent on individual assistance (remedial instruction). A single entry of time shown for a unit is C/L time. When a double entry is shown, the second entry is CTT time.

HRS PER DAY OF TNG	AVERAGE 11.9 HOURS		
	Course Material - <u>UNCLASSIFIED</u> BLOCK III - Academic Curriculum	(M)57, (F)61 Hours MT	(M)45 (F)44 Hours
10	Academic Orientation/Reading Test	2 Hours	RT/BMTRF
thru	Military Law Background and Specific Articles(2 hrs); Types of Discharges (.75 hr); Types of Courts-Martial(1 hr); Law of War(.25 hr)	4 Hours	
29	Rights, Freedoms and Responsibilities Citizenship(1 hr); Rumors and Propaganda(1 hr)	2 Hours	
	Air Force Customs and Courtesies Wearing of the Air Force Uniforms(2 hrs); Courtesies to Individuals placed in authority, the Flag, and the National Anthem (1.8 hrs); Enlisted Force Organization (0.2 hr)	4 Hours	4 Hours +(2, 16) CMT
	Personal Affairs Pay and Allowances(1.1 hr); Financial Management(1.4 hrs) Leaves and Passes(1.1 hrs); Staff Referral Agencies(1.4 hrs)	5 Hours	
	Venereal Diseases	1 Hour	
	Human Relations Our Multiracial/Ethnic Society(1.2 hrs); Racism and Related Terms(0.8 hrs); Communication - The Key to Human Relations(1.8 hrs); Human Relations Assistance Program(1.2 hrs)	5 Hours	
	Air Force Career Advancement Quality Force Program(1 hr); Technical Training(1 hr); Educational Opportunities(1 hr)	3 Hours	
	Air Force Assignment Policies	1 Hour	
	Air Force History and Organization Air Force, Past and Present(1 hr); Echelons of Command, Total Force Policy (1 hr); AF Mission, Major Commands (1 hr)	3 Hours	
	Air Force Security Communications Security (COMSEC/Operations Security) (OPSEC)(3 hrs)	3 Hours	
	+Training identified under CMT, Page 1		

NOTE: Include time spent on technical training (TT) (classroom/laboratory (C/L) and complementary technical training (CTT)) and related training (RT). Exclude time spent on individual assistance (remedial instruction). A single entry of time shown for a unit is C/L time. When a double entry is shown, the second entry is CTT time.

HRS PER DAY DAY OF TNG		AVERAGE 11.9 HOURS	
10 thru	Drug/Alcohol Abuse Drugs(2 hrs); Alcohol(2 hrs)	4 Hours	
	First Aid Severe Bleeding, Shock, Heimlich Maneuver, Cardiopulmonary Resuscitation(2 hrs)	2 Hours	
	Social Maturity Parent-Adult-Child(1 hr); Life Positions(1 hr)	2 Hours	
	Birth Control	2 Hours	
29	Examination, Measurement and Critique Written Measurement on Academic Subjects and Critique (4 hrs); Reevaluation(2 hrs)	6 Hours	(M)2, (F)6 Hours (10, 11, 17, 18) CMT
	Commander's Departure Orientation (AFMTCR 50-18)	2 Hours	
		51 Hours C/L	
+Training identified under CMT, Page 1			

**APPENDIX D
COURSE CHART**

NUMBER 3ABR81130-1		PDS CODE NPV	DATE 6 October 1976
COURSE TITLE Security Specialist			
SUPERSEDES COURSE CHART *3ABR81130-1, 30 Sep 74		DEPARTMENT OPR USAF Security Police Academy	
APPLICABLE TRAINING STANDARD STS 811X0/XOA, 8 November 1971			
ATC OPR AND APPROVAL DATE TMI 20 December 1974	CENTER OPR Lackland/TTGO	COURSE SECURITY CLASSIFICATION UNCLASSIFIED	
INSTRUCTIONAL DESIGN Group/Lockstep	LOCATION OF TRAINING Lackland AFB, TX. 78236	TARGET READING GRADE LEVEL 10.5	
COURSE LENGTH (25 ACADEMIC DAYS)			Hours
Technical Training			175
Classroom/Laboratory (C/L)			150
Complementary Technical Training (CTT)			25
Related Training			25
Sq Commander's Call (Safety, Security, WAPs, UCMJ, Briefings)			6
Traffic Safety Course I (AFR 50-24)			8
Traffic Safety Course II (AFR 50-24)			2
Appointments, End of Course Briefing			9
Total			200

REMARKS

Effective Date: 1 November 1976 with Class 761101
 *Course Chart 3ABR81130-1, 30 Sep 74, applies to all classes prior to 761101.

TABLE I - MAJOR ITEMS OF EQUIPMENT

Training Equipment: Radio, portable receiver and transmitter; Radio, console, master set; Radio, mobile receiver and transmitter; Truck, pickup; Rifle, M-16; Caliber .38 Revolver.

Trainer: Central Security control complex; Alarm Monitor.

3ABR81130-1

COURSE CHART - TABLE II - TRAINING CONTENT

NOTE: Include time spent on technical training (TT) (classroom/laboratory (C/L) and complementary technical training (CTT) and related training (RT). Exclude time spent on individual assistance (remedial instruction). A single entry of time shown for a unit is C/L time. When a double entry is shown, the second entry is CTT time.

HRS PER DAY DAY OF TNG								
	1	2	3	4	5	6	7	8
1 Thru 5	<u>Course Material - UNCLASSIFIED</u> 36 Hours TT BLOCK I - Weapons Qualification Introduction to Weapons (3 hrs); M-16 Rifle (15 hrs); .38 Caliber Revolver (12 hrs).					4 Hours RT		
	(Equipment Hazards and Personnel Safety Integrated with above subjects) 30 Hours C/L					6 Hours CTT		
	<u>Course Material - UNCLASSIFIED</u> 38 Hours TT BLOCK II - Orientation and Psychological and Physical Management of Individuals Orientation (2 hrs); Guardmount (1 hr); Riot Control Techniques (21 hrs); Physical Apprehension and Restraint Techniques (6 hrs); Introduction to Human Behavior and Drugs (6 hrs); Measurement and Critique (2 hrs). (Equipment Hazards and Personnel Safety Integrated with above subjects) 38 Hours C/L					12 Hours RT		
12(2/8) Thru 25	<u>Course Material - UNCLASSIFIED</u> 101 Hours TT BLOCK III - Security Operations Military Jurisdiction (3 hrs); Normal and Emergency Security Operations (10 hrs); Communications (3 hrs); Search Techniques (7 hrs); Communicator/Plotter (3 hrs); Security Alert Team (2 hrs); Security Instructions and General Orders (1 hr); Security Police Reports and Forms (2 hrs); Security Reporting and Alerting (1 hr); Alarm Systems (5 hrs); Weapons Escort (2 hrs); Securing Disaster and Accident Scenes (2 hrs); Missile Security (3 hrs); Challenging and Apprehending (6 hrs); Sentry Duties (26 hrs); Measurement and Critique (4 hrs); Course Critique (1 hr); Graduation (1 hr). (Equipment Hazards and Personnel Safety Integrated with above subjects) 82 Hours C/L					9 Hours RT		
						19 Hours CTT		

APPENDIX E

COURSE CHART

NUMBER L3AZR81150-005	PDS CODE U3L	DATE 6 April 1977
COURSE TITLE Combat Skills/Terrorist Threat Training I TEST		
SUPERSEDES COURSE CHART N/A (Service Test)	DEPARTMENT OPR USAF Security Police Academy	
APPLICABLE TRAINING STANDARD Test CTS L3AZR81150-005, 6 April 1977		
ATC OPR AND APPROVAL DATE	CENTER OPR TTGO	COURSE SECURITY CLASSIFICATION UNCLASSIFIED
INSTRUCTIONAL DESIGN Group/Lockstep	LOCATION OF TRAINING Lackland AFB/Camp Bullis	TARGET READING GRADE LEVEL 10.5
COURSE LENGTH (20 ACADEMIC DAYS)		Hours
Technical Training		166
Classroom/Laboratory (C/L)		166
Related Training		12
In/Out Processing; predeparture Safety briefing		12
TOTAL		178

REMARKS

Effective Date: 25 April 1977 with class 770425.

*This course chart is designed for the Service Test in order to validate training.

TABLE I. MAJOR ITEMS OF EQUIPMENT

TRAINING EQUIPMENT: Rifle, M-16; Machi regun, M-60; Grenade Launcher, M-148/M-203; Intrusion Detection Equipment; Trip Flare, M-49; Slap Flare, M-127; Tent, Squad; Radio, Fixed location transceiver; Radio, Portable transceiver; Field Telephone; M-151 Vehicles; Armored Personnel Carriers, M-706/M-113; Truck, M-35, Cargo, 2 1/2 ton; Special Observation Devices.

TRAINERS: Mock Air Base; Mock Ammunition Storage Area; Mock POL Area; Mock Alert Aircraft Area; Mock Cantonment Area; Mock Launch Facility and Launch Control Facility.

3AZR81150-5

COURSE CHART - TABLE II - TRAINING CONTENT

NOTE: Include time spent on technical training (TT) (classroom/laboratory (C/L) and complementary technical training (CTT)) and related training (RT). Exclude time spent on individual assistance (remedial instruction). A single entry of time shown for a unit is C/L time. When a double entry is shown, the second entry is CTT time.

HRS PER DAY DAY OF TNG		1	2	3	4	5	6	7
		COURSE MATERIAL - UNCLASSIFIED				BLOCK I - 166 Hours TT		12 Hours RT
1		Orientation (2 Hrs) (U)						
thru		Concepts and Principles of Anti-Terrorist and Air Base Ground Defense (4 Hrs)						
4		Communication Methods, Equipment and Devices (2 Hrs)						
		Field Fortifications (3 Hrs)						
		Characteristics, Capabilities and Employment Concepts of Support Weapons (6 Hrs)						
		Ground Defense Warning and Detection Systems (2 Hrs)						
		Protective Measures against NBC Attack (3 Hrs)						
		Anti-Terrorist Tactics and Field Skills (54 Hrs)						
		Special Observation Devices (5 Hrs)						
		M-16 Rifle (8 Hrs)						
		M-60 Machinegun (10 Hrs)						
		40MM Grenade Launcher (10 Hrs)						
		Tactical Anti-Terrorist Unit Exercises (53 Hrs)						
		Measurement and Critique (2 Hrs)						
		Course Graduation and Critique (2 Hrs)						
		(Equipment Hazards and Personnel Safety are integrated with above subjects)						
		166 Hours C/L						
		(Above Titles are Unclassified)						

APPENDIX F

APPROXIMATE COSTS FOR TEST GROUP

The following costs are based on figures obtained in August 1977, from Senior Master Sergeant Bragg, Recruiting Service, Randolph AFB, Texas, and Mr. Berendt, Management Analysis, Lackland AFB, Texas.

The figures for losses during different phases of training are approximate. Information could not be obtained as to the exact number of days of training a test group member completed prior to being withdrawn from the program. Losses are therefore figured at a 50 percent completion rate per number of days of training phase. Information was available on the number of test group members lost as a result of the "X Factor" test. The "X Factor" test was given on day 2 or 3 of training, depending upon scheduling. Losses due to the "X Factor" are figured on day 2. Test group members withdrawn from the program were either cross-trained into another job or discharged from the USAF.

<u>Losses</u>			
<u>Number</u>	<u>Training Phase</u>	<u>Cost Figures</u>	<u>Total</u>
39	"X Factor"	<div>\$917 - hire cost (re-</div> <div>cruiting, adver-</div> <div>tising, etc.)</div> <div>100 - Mean transpor-</div> <div>tation (to train-</div> <div>ing location)</div> <div>285 - Uniforms (day 1)</div> <div>75 - 2 days (Basic</div> <div>Training = \$1571 ÷</div> <div>42 days × 2)</div> <div>\$1,377 × 39 =</div> <div>187</div>	\$53,703

188

<u>Number</u>	<u>Training Phase</u>	<u>Cost Figures</u>	<u>Total</u>
39	Basic Training	\$917 - Hire cost 100 - Mean transportation 285 - Uniforms 785 - Basic training (\$1571 ÷ 2) <u>\$2,087</u> × 39 =	<u>\$81,393</u>
15	Security Course	\$917 - Hire cost 100 - Mean transportation 285 - Uniforms 1571 - Basic training 721 - Security course (\$1442 ÷ 2) <u>\$3,594</u> × 15 =	<u>\$53,910</u>
7	Combat Course	\$917 - Hire cost 100 - Mean transportation 285 - Uniforms 1571 - Basic training 1442 - Security course 845 - Combat course (\$1,690 ÷ 2) <u>\$5,160</u> × 7	<u>\$36,120</u>
100			<u>\$225,126</u>

Completed Training

<u>Number</u>	<u>All Phases</u>	<u>Cost Figures</u>	<u>Totals</u>
99		\$917 - Hire cost 100 - Mean transportation 285 - Uniforms 1571 - Basic training 1442 - Security course 1690 - Combat course <u>\$6,005</u> × 99 =	<u>\$594,495</u>

Total Cost Test Group

100 Losses	\$225,126
99 Completed	594,495
<u>199</u>	<u>\$819,621</u>

Costs Per Individual

Considering Total Group:	\$819,621 ÷ 199 =	\$4,119
Considering Only Losses:	225,126 ÷ 100 =	2,251
Considering Only Completion:	594,495 ÷ 99 =	6,005

Cost to Produce 99
$$\$819,621 \div 99 = \$8,279$$

APPENDIX G

SECURITY SPECIALIST QUESTIONNAIRE

1. As you know, you were selected to participate in a test of the use of women in the security specialty. The questionnaire you are being asked to complete is part of that test. The information requested will be kept in strict confidence and will be used only in making determinations about the test. Your individual responses will not be shown to anyone other than those persons at HQ USAF who are responsible for the test. They will not be shown to your instructors, supervisors, fellow security specialists, or anyone else. You will be provided an addressed envelope in which you will be asked to forward the completed questionnaire directly to HQ USAF/SP.
2. Later in the test, after you have been at your unit of assignment for several months, you will be asked to complete another questionnaire. You are asked to put your name on this questionnaire booklet so that we can match the two questionnaires for analysis purposes.
3. The questionnaire is not an examination. There are no right or wrong answers. Each person will have her own ideas as to how the questions should be answered. We ask that you answer each one frankly and honestly. Consider your responses carefully and thoughtfully. Answer the way you actually feel, not the way you think we might want you to answer.
4. Read each question carefully. Select the response that best answers the question for you and check the appropriate space or circle the appropriate response on the questionnaire itself. In a few cases, you will be asked to explain your answer. We ask that you do so as completely as you can.
5. Please answer every question. If an answer to a particular question doesn't fit your case exactly, select the response that most nearly fits. If you wish, you may explain your answer on the reverse of the questionnaire. Number your explanation to correspond with the question.
6. There is no time limit. Take whatever time you need to answer; however, your first reaction is most important. If you do not understand a question, ask the person who gave you the questionnaire for assistance. When you have completed, check to see that you have written your name in the appropriate block, then place the questionnaire in the preaddressed envelope you have been given and deposit it in the mail.

7. Again, we emphasize the need for complete honesty in responding to the questions. If we are to properly evaluate the test, we need your assistance. Thank you for your cooperation.

NAME _____
LAST FIRST MIDDLE INITIAL

For questions 1 through 21, indicate your answer by circling the letter to the left of the choices. If you need additional space to explain an answer, continue on the reverse of the page.

1. Do you think that the physical screening test was at the right level of difficulty, or should it be more or less demanding?
 - a. Right level
 - b. More demanding
 - c. Less demanding
2. Do you feel that the physical training at the Academy was appropriate? In what ways do you think it could be improved?
 - a. Appropriate (is needed and was the same for males and females)
 - b. Inappropriate (double standard for males and females)
 - c. Inappropriate (other) (explain) _____

3. Do you feel that the men and women security specialists were treated differently from one another at the SP Academy? If so, how?
 - a. Yes, women treated easier
 - b. Yes, women got more attention
 - c. Yes, life was made harder for women
 - d. No
4. How did male and female security specialists treat one another at the SP Academy?
 - a. Good relationships
 - b. Poor relationships

- c. Mostly good; some bad
- d. Males protective of females

5. In general, how did you feel that you were received at the Academy by instructors?

- a. Positively
- b. Negatively
- c. With curiosity, skepticism
- d. With reserve

By other security policemen?

- a. Positively
- b. Negatively
- c. With curiosity, skepticism
- d. With reserve
- e. Basically ignored

6. Do you feel that you have been fairly evaluated during your Academy assignment?

- a. Generally yes
- b. No
- c. I don't know

7. What were your relationships with your instructors?

- a. Generally good
- b. Varied with the individual
- c. They were overly concerned with my being female
- d. Generally bad

With other security specialists?

- a. Generally good
- b. Varied with the individual

- c. They were overly concerned with my being female
- d. Generally bad

8. How important do you think physical strength is for a security specialist?

- a. Very important
- b. Important only in rare situations
- c. Not as important as common sense, alertness, fast thinking, etc.

9. Do you think that you are strong enough to handle most of the physical confrontations and life-saving situations that you are likely to encounter?

- a. Yes
- b. Not sure
- c. No

10. How has being a security specialist altered your family situation?

- a. I have married since becoming a security specialist
- b. I have divorced since becoming a security specialist
- c. It has had no effect

11. If being a security specialist has altered your family life, how do you feel about it?

- a. Feel good about it
- b. Feel bad about it

12. Do you like being a security specialist?

- a. Yes
- b. No

13. Do you think the Air Force should enlist women into the security specialty in the future?

- a. Yes
- b. No

14. Did you find any tasks at the Academy that you could not perform?

- a. Yes (explain) _____
- b. No

15. I expect female security specialists will probably perform _____ than male security specialists with similar training and experience.

- a. Much better
- b. Somewhat better
- c. Equally as well
- d. Less well
- e. Much less well

16. How do you feel about the Air Force?

- a. Very satisfied
- b. Moderately satisfied
- c. Undecided
- d. Moderately dissatisfied
- e. Very dissatisfied

17. How do you feel about the security specialty?

- a. Very satisfied
- b. Moderately satisfied
- c. Undecided
- d. Moderately dissatisfied
- e. Very dissatisfied

18. When you volunteered for the Air Force, was the security specialty your first choice?

- a. Yes
- b. No (What was your choice? _____)

19. How accurate was the information you received from the recruiter about the security specialty?

- a. Highly inaccurate
- b. Moderately inaccurate
- c. Moderately accurate
- d. Highly accurate

20. If you have the chance, will you change to another career field?

- a. Definitely no
- b. Probably no
- c. Undecided
- d. Probably yes
- e. Definitely yes

21. Why did you volunteer for the security specialty?

- a. I thought it would be exciting
- b. It was something new, and I thought I would give it a try
- c. I couldn't get into the specialty I preferred.
- d. The recruiter convinced me I would like it.
- e. Other (explain _____)

22. What things about the Academy and your experience here did you like best?

23. What things about the Academy and your experience here did you like least?

24. What suggestions would you make for the Academy in the future?

For questions 25 through 59, indicate whether you agree or disagree with each of the statements by placing a number on the line to the left of each statement. Please use the following scale:

Strongly disagree	-3	Strongly agree	+3
Moderately disagree	-2	Moderately agree	+2
Slightly disagree	-1	Slightly agree	+1

___ 25. The degree of regimentation at the Security Police Academy is necessary.

___ 26. The Academy staff was sympathetic to the problems of the students.

___ 27. The Academy staff treated the students fairly.

___ 28. The Academy staff let women students get away with too much.

___ 29. I liked most of the other women students in the Academy class.

___ 30. I liked most of the men students in the Academy class.

___ 31. There was a spirit of cooperation among female students.

___ 32. There was open competition between the men and women students

- ___ 33. There was a spirit of cooperation among male students.
- ___ 34. The male students accepted the females as equals.
- ___ 35. Many of the male students expected the women to fail.
- ___ 36. The female students were optimistic about their ability to succeed as security specialists.
- ___ 37. The male students were optimistic about their ability to succeed as security specialists.
- ___ 38. The female students seemed more anxious than the males.
- ___ 39. The living conditions at the Academy were satisfactory.
- ___ 40. I think the Air Force really wants female security specialists.
- ___ 41. It has been very difficult for me to be away from my family and friends.
- ___ 42. Until I actually began my training, I didn't really understand the job of a security specialist.
- ___ 43. The recruiter gave me an accurate picture of what Academy training would be like.
- ___ 44. The physical training at the Academy was too difficult for me.
- ___ 45. The academic training at the Academy was too difficult for me.
- ___ 46. The performance training at the Academy was too difficult for me.
- ___ 47. The male students were optimistic about the ability of the female students to succeed as security specialists.
- ___ 48. I believe that women students should be required to participate in strenuous physical training during their menstrual periods.
- ___ 49. I feel that a woman can be a security specialist and still be feminine.
- ___ 50. I was always fully confident that I would successfully complete Academy training.
- ___ 51. I liked all the publicity and pressures connected to being one of the first women in the security specialty.

- ___ 52. Firearms frighten me.
- ___ 53. Female security specialists should be expected to perform the same duties as male security specialists.
- ___ 54. The morale of the class was high.
- ___ 55. There was undue stress placed upon me as a student at the Academy.
- ___ 56. I have no fear of being injured as a security specialist.
- ___ 57. I do not worry about having to use a weapon in the performance of duty.
- ___ 58. If I had it to do over again, I would enlist as a security specialist.
- ___ 59. I would recommend to other women that they should enlist as security specialists.

APPENDIX H

AIRMAN PERFORMANCE REPORT

I. IDENTIFICATION DATA									
1. LAST NAME - FIRST NAME - MIDDLE INITIAL				2. SSAN			3. GRADE		
4. ORGANIZATION, LOCATION, AND COMMAND				5. RESERVE WARRANT OR COMMISSION GRADE AND SSAN			6. REASON FOR REPORT <input type="checkbox"/> NO REPORT 1 YEAR <input type="checkbox"/> CHANGE OF REPORTING OFFICIAL <input type="checkbox"/> NO REPORT 6 MONTHS <input type="checkbox"/> DIRECTED BY _____		
				7. PERIOD OF REPORT & SUPERVISION					
				FROM	THRU	NO. DAYS			
II. DUTIES: PAFSC _____ DAFSC _____ CAFSC _____ CURRENT DUTY:									
III. PERSONAL QUALITIES									
1. PERFORMANCE OF DUTY: Consider the quantity, quality, and timeliness of his work in the duties described in Section II.				REPORTING OFFICIAL					
				INDORSING OFFICIAL					
2. WORKING RELATIONS: Consider how well he uses his ability to communicate (oral and written) and get along with others to improve his overall performance.				REPORTING OFFICIAL					
				INDORSING OFFICIAL					
3. LEARNING ABILITY: Consider how well he grasps instructions and understands principles and concepts related to his job.				REPORTING OFFICIAL					
				INDORSING OFFICIAL					
4. SELF IMPROVEMENT EFFORTS: Consider how well he progresses in on-the-job training and in other efforts to improve his technical knowledge and educational level.				REPORTING OFFICIAL					
				INDORSING OFFICIAL					
5. ADAPTABILITY TO MILITARY LIFE: Consider how well he adapts and conforms to the requirements of military service and in the performance of military duties not directly related to his job.				REPORTING OFFICIAL					
				INDORSING OFFICIAL					
6. BEARING AND BEHAVIOR: Consider the degree to which his bearing and behavior on and off duty improve the image of Air Force airmen.				REPORTING OFFICIAL					
				INDORSING OFFICIAL					
				BR					
				BH					
IV. OVERALL EVALUATION									
How does he compare with others of his grade and Air Force specialty? Promotion and career potential are essential considerations in this rating.				REPORTING OFFICIAL					
				INDORSING OFFICIAL					
V. REPORTING OFFICIAL				I HAVE		I HAVE NOT ADDED COMMENTS ON REVERSE SIDE.			
NAME, GRADE, SSAN AND ORGANIZATION				DUTY TITLE		SIGNATURE			
						DATE			
VI. INDORSING OFFICIAL				I HAVE		I HAVE NOT ADDED COMMENTS ON REVERSE SIDE.			
NAME, GRADE, SSAN AND ORGANIZATION				DUTY TITLE		SIGNATURE			
						DATE			

APPENDIX I

CODING GUIDELINES

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1-5	Control Air Force Specialty Code (AFSC)
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6-7	Mechanical
8-9	Administrative
10-11	General
12-13	Electrical
14-15	Air Force Qualifying Test (AFQT)
16	Race
17	Sex
18	Term of Enlistment
19	Marital Status
20	Blank
21	Status of Spouse
22	Guaranteed Enlistment Program
23-27	Guaranteed AFSC
28-29	Legal Residence
30-35	Total Active Federal Military Service Date
36-37	Religious Preference
38-43	Date of Enlistment
44-49	Date of Birth
50-51	Final School Grade (Security Police Academy)
52	AFQT Mental Category
54-55	Age at Date of Entry

Columns

56	Membership Code
57	Basic Military Training Disposition
58	Grouped State Code
59	Term of Enlistment
60	Marital Status Code
61	Number of Dependents
62	Status of Spouse
63	Technical School Disposition

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